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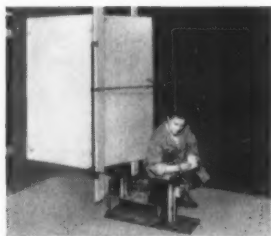
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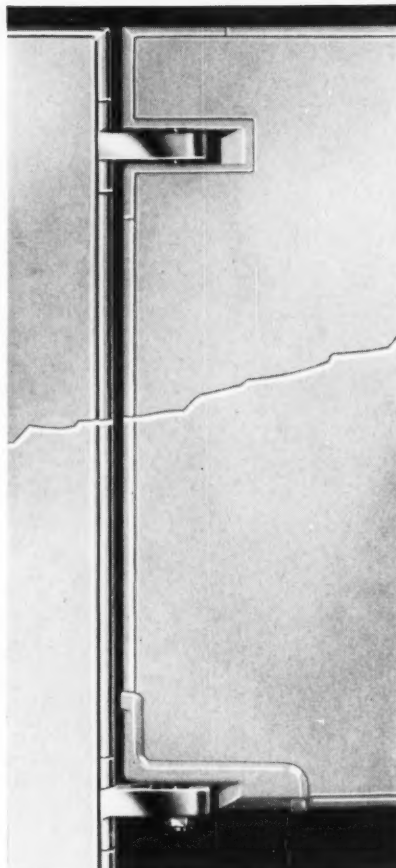
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The School Executive

SEPTEMBER 1959

Volume 79

Number 1

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PREVIEW OF OCTOBER

There are two exciting features planned for the October issue which should interest all of our readers. The year 1959 and the month of October mark the centennial of John Dewey, the philosopher who in his lifetime did so much to stimulate American thought. To give recognition to this event we are presenting a thoughtful analysis of Dewey's contribution to American life. The article is not merely laudatory; it attempts to present a critical evaluation of Dewey's work. Every administrator should read the article carefully and thoughtfully. We also present in this issue a critique of James B. Conant's widely-read and frequently-quoted report on the American high school. Prepared by Dean Emeritus Frank E. Henzlik of the University of Nebraska, it is thoughtful and hard-hitting. It challenges some of its findings and some of its conclusions. You will find that it stimulates your thinking greatly. There are many other thought-provoking articles and all of the regular features. Do not miss this issue.

—WALTER D. COCKING, editor

Editorial and Executive Offices

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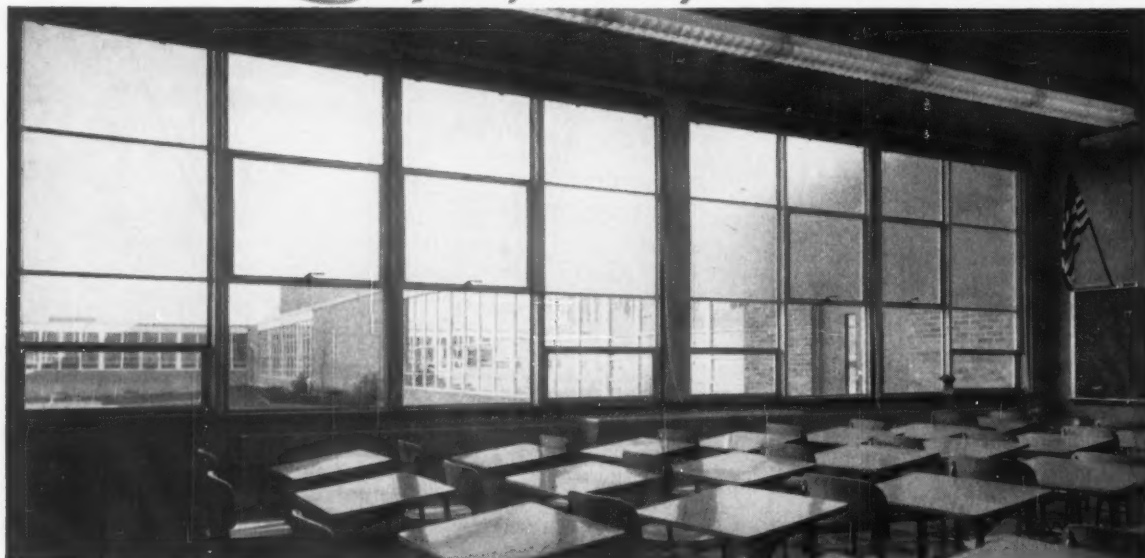
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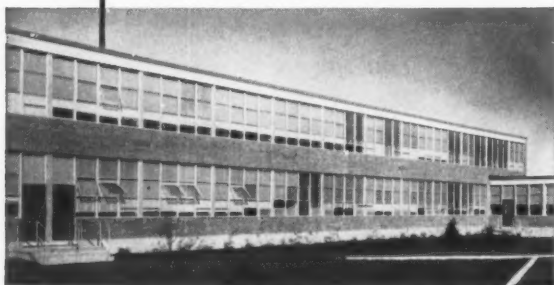
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AS I SEE IT

by Walter D. Rockwell

In Defense of American Youth

REPORTERS, writers, columnists, commentators—even novelists—are having a field day at the expense of American youth. Any young person's departure from society's mores and regulations is held before the American public for all to behold and condemn. The implication is, almost, that juvenile is synonymous with delinquent. We are led to conclude that all youth today are bad and bent on getting worse fast.

The time has come when it is necessary in the interest of truth, fair play and sheer honesty to rise to the defense of our youth. In no sense do we wish to condone any delinquent act or irresponsible action; rather, we must make every effort to correct all such actions. We do point out, however, that youth find themselves in a period of great difficulty for which they in no sense are responsible and for which today's adults must accept the blame.

Today's young people have lived their lives since infancy in a world in turmoil, a world in which adults everywhere seem bent on violence and destruction. Technology has given us automobiles with more than 200 horsepower, chemicals with more surcharged explosive power than we have ever known, TV and other media of communication which often glorify violence. Such is the common diet spread before youth in the difficult period of transition from childhood to adulthood. Such is the setting for youth as they cease to be children and attempt to earn adult recognition of equality and acceptance. Such is the stage that adults have created for youth as they take their giant step. The wonder is that the number who succumb to the situation is so small.

THE THESIS I attempt to support here is that never before has youth been so successful in bridging the gap between childhood and adulthood. Never before has youth demonstrated such a high degree of responsibility and good citizenship. Never before has youth used such diligence in preparing themselves to meet community and world situations constructively and successfully.

Youth has certain characteristics which are at the fore of their development. Among them are (1) the desire to be accepted by others as young adults, (2) at moments to

seek the security of young children, (3) adventure, (4) idealism, (5) contrasting moods and motives, and (6) acceptance and approval of other youth. To understand youth, we must understand their characteristics. These are the forces that determine what they are and what they do. Quick to make decisions, they are equally quick to act on them. Life for them is never placid.

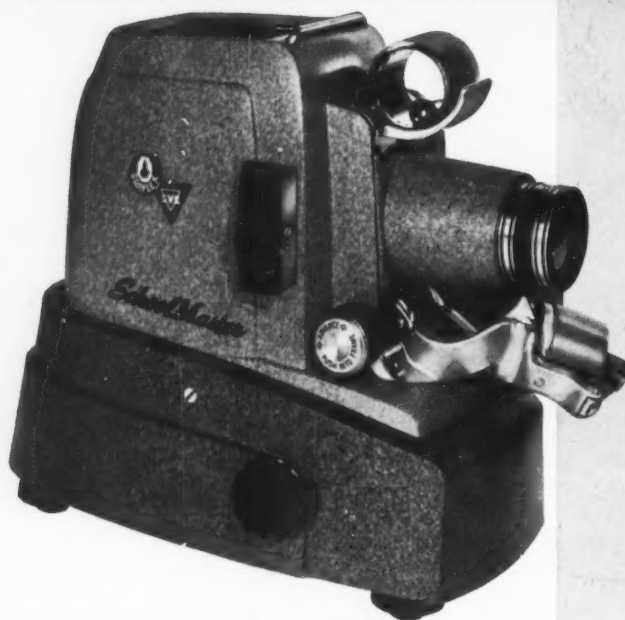
What about the millions of American youth endowed with such characteristics? They stay in school longer and apply themselves in order to live up to what their parents expect of them. They demonstrate resourcefulness in all kinds of situations formerly unknown. Their knowledge and creative accomplishments in such fields as music and art and the new sciences are marvelous. Given responsibility they discharge it with credit to themselves and society in general. They are not lazy. They can and do make money and use it for purposes which to them are worthwhile. They feel and accept a responsibility for the welfare of others—the friendship of an adolescent is not lightly given. Youth are religious and strive to live up to their ideals.

ADULTS WHO ARE critical of today's youth seem to have forgotten the forces which swayed and guided them in their own youth. Today's youth, as compared with earlier generations, are further advanced in education, achievements, resourcefulness. Their values, ethics and morals are high. All these things they have accomplished in a world of turmoil.

Some youth fail. These are the ones the writers and commentators talk about. There are more youth in our population today than in any previous period, yet more than 90 percent are the kinds of youth we adults would be proud to have as our sons and daughters. And the remaining 10 percent, the youth in trouble, are in need of our compassion and help.

Do not sell today's youth short. Our future is in their hands and they are good and capable hands. They are our greatest resources. The future in their hands is secure. They will not fail themselves or let us down. Instead of viewing youth with alarm, let's thank God that they are the fine young people *we* wanted to be.

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School boards and leadership

IT HAS BEEN my pleasure to attend scores of school board meetings and also to discuss with individual members many of their problems. It seems apparent that probably the most important factor in successful school board performance is the character of professional leadership which a board has. In those cases where the board has aggressive and understanding leadership, its actions are on the whole sound and constructive. When weak leadership deprives the board of sound advice and constructive proposals, its action is often ill-considered and results are frequently negative.

Obviously, one of the most important functions of administrative leadership is to work cooperatively with the board—not only to provide it with all necessary facts but also to propose what it considers lines of constructive action. Many administrators today are not giving their boards such leadership with the results that the boards take ill-considered and unfortunate actions. Also, the board tends to forget its proper functions and gets over into the field of administrative action. Such situations are unfortunate for all concerned.

Issues that confront administrators

SCHOOL ADMINISTRATORS have no bed of roses ahead of them during the next school year. Probably the most important issue is revision and improvement of the curriculum. This involves the teaching of modern languages and science, improving reading ability, providing for the learner of limited intellectual ability and also for the gifted, and guidance which really guides. The administrator must take leadership in this problem area. He has not done his job when he merely selects others to help with this problem and delegates authority.

Another problem which is always present is the improvement of teachers and other staff. Again the administrator must do more than indicate interest. He must become involved.

How to stretch available revenues to cover the most pertinent needs is another problem. Decisions here depend on an evaluation of what is most important. Compromises probably will have to be made but good compromises depend on having pertinent information available and interpreting it properly.

Another issue is promoting a two-way stream of information so that the staff knows and understands community issues and problems, and so that the community has the necessary information about the schools. This task is never completed. It involves mutual respect and understanding, not facts alone.

The administrator must order his time and husband his energy so that these and other problems get attention during this coming year. Results are what count.

Grades and the passing mark

MY FIRST ATTEMPT at research many years ago was to investigate the passing mark and its effect, if any, on pupils' grades. The locale was my native state of Iowa. The grades of high school seniors throughout the state were studied. One finding was that there were all kinds of passing marks in the schools ranging from 50 to 90. It was discovered that pupils' grades piled up just beyond the passing mark, whatever it was. I have always wondered if this reflected the desire of teachers that their students pass, or the intelligence of pupils who knew that a passing grade gave as much credit as a perfect score.

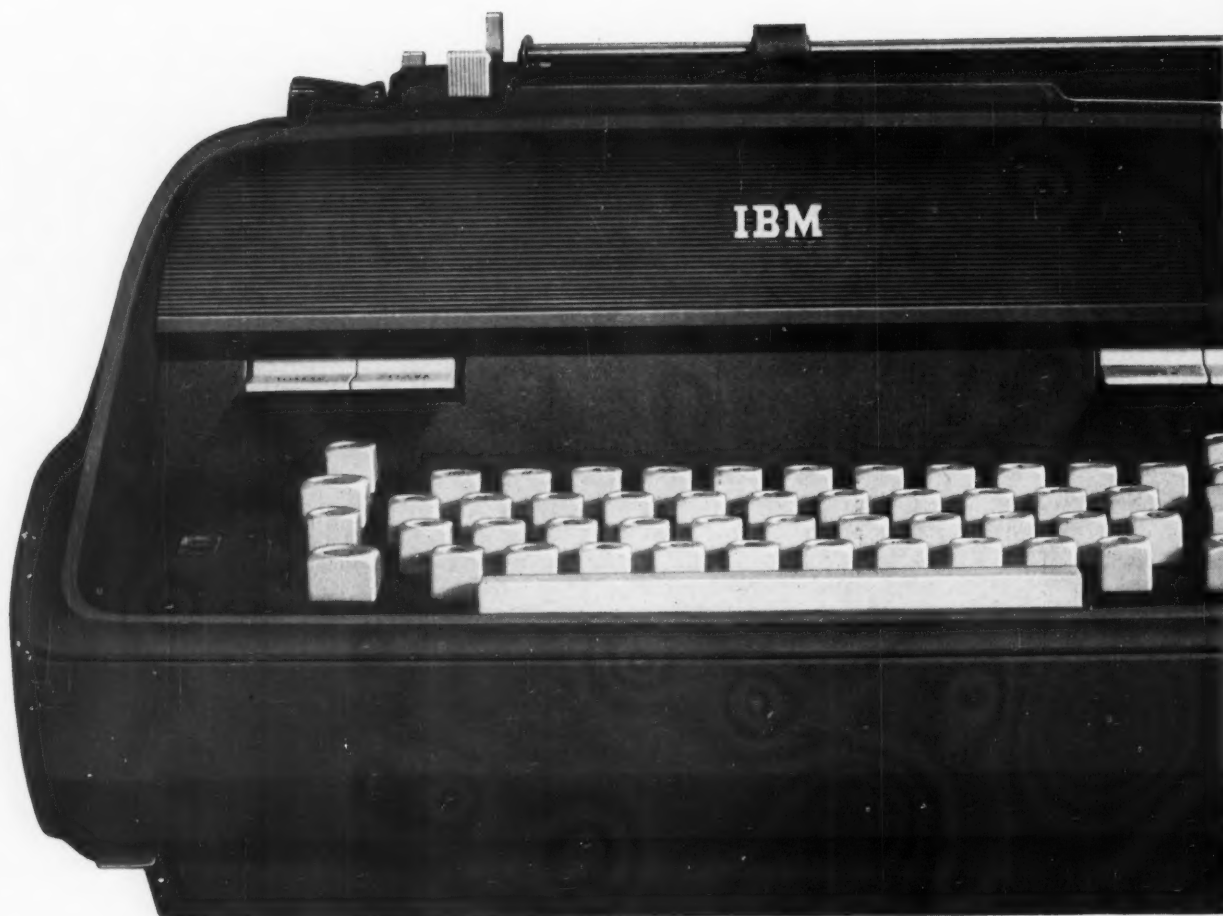
Years later a study of some universities which had different passing marks revealed the same phenomenon—passing marks piled up just beyond the passing mark, whatever it was.

Another study of grades for spelling in a 6th-grade class proved equally interesting. On a pretest of 100 words, two students spelled all words correctly; one boy spelled only 12 correctly. A week later another test was given. The results showed that one of the two pupils who spelled all words correctly on the pretest misspelled two on the final test, while the other got another perfect score. The boy who spelled only 12 words correctly on the pretest, spelled 24 correctly on the final test. The question was what grades should be given. If grades were assigned on the basis of words spelled correctly, certainly one pupil was entitled to a perfect grade and the boy to the lowest score. If grades were assigned on the basis of achievement, the boy was entitled to the highest score and the pupil who spelled all words correctly on both tests should be given a zero as there was no achievement. I have always wondered what score the pupil should have who scored perfectly on the pretest and missed two words on the final test.

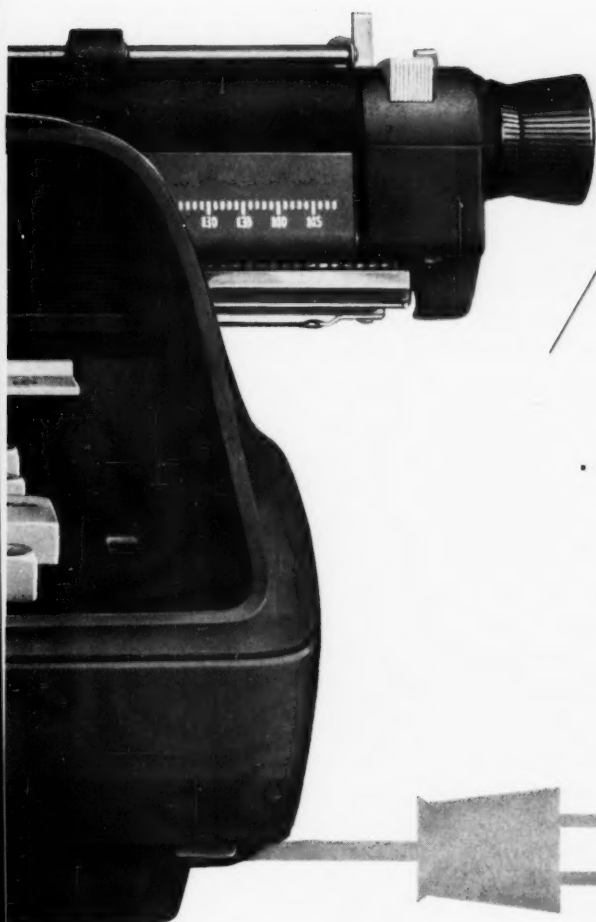
These simple studies point up the inadequacy of grades and the inconsistency of the *passing* grade. They indicate the confused thinking of teachers, and the unreliability of grades in general.

One thing is clear. No reliable conclusion can be reached by comparing the scores or grades of pupils in the same class, in the same school, or in several schools. Is this the best educators can do in providing a measuring device of pupils' efficiency in school?

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WASHINGTON SCENE

news from the capital affecting education

Summer in the "Cave of the Winds"

A popular Washington correspondent-turned-novelist, who has occupied a seat in the Senate press gallery for 15 years, refers to that assignment as the "cave of the winds." As summer wears on each year, whatever turbulence may have been evident in either House of Congress during the winter and spring subsides into the calm of the horse latitudes—and the present session is no exception. The condition of stalemate applies to most legislation, whether civil rights, labor reform, federal housing or education.

The fate of that hardy perennial—general federal aid to education—is best summed up in the headline: "Education Bill's Outlook is Dim." Such a summary has applied for nearly four decades.

Writing in *The Reporter* magazine, Congressman Stewart L. Udall (D-Ariz.) describes the more recent history of legislative efforts to get the Federal Government to assume some responsibility for education in the following words:

"Over the years, few issues have consumed more committee time than that of federal aid to education. The problem has been studied so exhaustively that last year one of my colleagues remarked wearily, 'If we could convert our man-hours of committee work into scaffold-hours with bricks, the classroom shortage would be practically licked.' Unable to make up its mind on the big question, Congress thus far has settled for patchwork programs, and has dabbled about as an educational repairman (the Defense Education Act), as a payer of lieu taxes (defense impact program), and as a provider of school lunches.

"Despite the fact that the platforms of both major political parties have endorsed the principle, general school aid bills have never mustered

the necessary Congressional majorities. The box score shows that from 1943 to 1957, six such bills have failed to be enacted."

The measures Representative Udall refers to have been killed in the name of economy, racial segregation, federal control or church schools. The headstones of the Murray-Metcalf bill and other education bills of the present session might carry similar inscriptions.

The Murray-Metcalf bill has made more progress than any other bill of its kind. It has been reported out by the House Education and Labor Committee, always considered the most difficult hurdle of any educational measure. It probably has enough support to pass in both houses, but not enough to override a veto, which would be certain.

The Murray-Metcalf bill as it now stands is a 4-year, \$4.4 billion measure providing for outright non-matching support for public schools at \$25 per student. The money would be expended upon direction of local and state school officials only, for building construction and/or teachers' salaries.

The Administration proposal is for matching grants to help needy school districts build schools. It would aid in the amortization of school bonds. The amount of federal money involved and the time limit imposed has varied in different drafts of the measure, but Congressman Udall estimates it would cost Uncle Sam \$2.1 billion during the next 25 years.

With the thought that the President is not likely to veto a measure he has backed in some form or another ever since 1957, Senate sponsors of the Murray-Metcalf bill have expressed a willingness to settle for a school construction bill which calls for \$500 million a year for three

years. Observers predict that the President will veto his own bill for budgetary reasons. The outlook for public education bills is dim, indeed.

The square-riggers of the college people are also stalled; even the college housing program—in force since 1949—is becalmed, and could be eliminated. Congress passed what was referred to as an omnibus housing bill which provided for the financing of the federal residential housing program, and which included \$300 million for college construction and \$62.5 million for academic facilities, for the two fiscal years 1959 and 1960. These totals are well under the amounts previously requested. The measure was vetoed. Unless the veto is overridden, or another bill substituted, there will be no funds for the FHA or for higher institutions of learning either. At this writing, hearings are scheduled before a subcommittee of the Senate Banking and Currency Committee. The American Council on Education will appear for the colleges.

The Senate Labor and Public Welfare Committee voted 12-3 to erase the loyalty oath required of beneficiaries of the National Defense Education Act. This oath is opposed by a number of educational organizations—including the American Council on Education—and has caused at least seven institutions to decline participation in the Student Loan Fund Program. After a brief excursion to the Senate floor, the proposed bill—S.819—was referred back to the Committee. Hearings are expected there also.

On the international front

International education fares better than domestic education at the hands of Congress. The approximately \$23 million asked by the Department of State for the International Exchange Service for fiscal 1960 was appropriated. This includes funds for the Fulbright program, the Smith-Mundt Act and for teacher exchange activities.

Recently, 32 House members led by Congressman Byron Johnson (D-Colo.), and 29 Senators headed by Senator Gale McGee (D-Wyo.), introduced a concurrent resolution

calling upon the Administration to encourage the United Nations to plan a system of international universities, colleges and technical institutes in different regions of the world. Funds for the program would come from the United Nations. This resolution will likely go the way of many good resolves, but it points the way to the extension of a kind of international understanding promoted for many years in the American University at Beirut and the new cooperative university at Bangkok. The latter institution is said to be the inspiration for the proposal.

The "repair" program

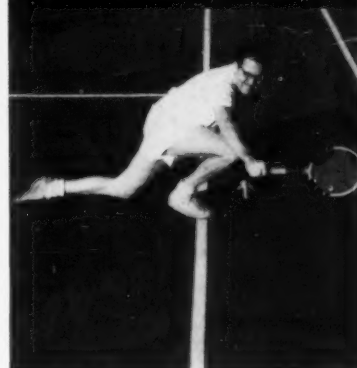
Education measures already in force are carrying on apace. Fellowships have been awarded to 171 students, under terms of the National Defense Education Act, to study modern foreign languages not widely taught in this country—Arabic, Chinese, Hindustani, Japanese, Portuguese and Russian. Each fellow is a graduate student, well advanced in the study of languages. They were selected from among 354 applicants representing 31 colleges and universities. They will study at 25 different institutions with programs in the critical languages.

Seven counseling and guidance training institutes will be established at universities and colleges during the 1959-60 academic year, according to U. S. Commissioner of Education Lawrence G. Derthick. These are provided for by the National Defense Education Act, and are in addition to 50 similar institutes being considered at colleges and universities during summer sessions.

The Commissioner also announces the appointment of a 12-member consultant panel of college administrators to evaluate requests to the Office of Education from the Nation's colleges and universities for NDEA loans to worthy students. Congress appropriated \$30.5 million for this purpose last year, and the Administration has asked for \$31 million for the 1959-60 academic year. Last year, more than 1,200 participating institutions received Office of Education allocations for loans.

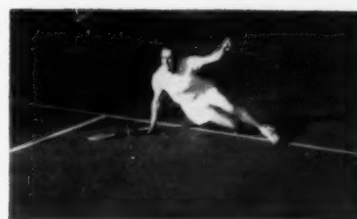
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The Growing Business of Education

by HAROLD F. CLARK

FOR THE PAST two or three generations there has been a fairly accepted opinion that education tends to increase the level of income. The evidence has been that countries which have relatively high incomes have relatively good systems of education: elementary school for most everyone, secondary education for a substantial number, and college or professional school for a smaller number of the people.

There seems to be even stronger evidence today that the rate of economic growth in the country is closely geared to the adequacy and range of its educational system. Increasingly, however, the very nature of the educational system is expanding. Now, to have high-level economic growth a country almost certainly has to supplement the research

of the colleges and universities with other major research institutions. In the United States the many research laboratories that have grown up independently or in industry are fully ten times as large as the research facilities of the universities.

Education has been extended far beyond the formal school system. Industry has not only set up major research laboratories; it is also carrying on educational programs that are fully as large as the instructional program of colleges and universities. This instructional program does not seem to be accidental to modern industry. This expansion of the educational system seems to be a necessary part of an economy that operates at a high level of efficiency.

A generation or two ago education was concerned almost entirely with

people between the ages of 6 and 22; now increasingly large fractions of the educational program are concerned with people between the ages of 22 and 65. A very large fraction of the labor force in the United States is also systematically going on with its education. A major fraction of the people managing American industry are continuing their education. The more successful people in most professions have to go on with their systematic education in order to keep up with their fields. Changes are coming so fast that even the technician level worker finds he must periodically go back to school to keep up with the changes in his job. Needless to say the new demands create innumerable new forms of education.

Thousands of professional and general organizations in the United States have seen fit to establish educational programs. The programs of education in industry cover almost all of the working aspects of life. The educational programs of the large number of voluntary organizations cover most other aspects of life. There are hundreds or even thousands of voluntary groups interested in music, painting, dramatics and other similar fields. The voluntary religious organizations have 30 or 40 million people attending classes of some kind.

There was a time when the formal schools could provide most of the education that was needed for a society to operate successfully. This situation is no longer true. Any modern industrial society requires a range of education far greater than can be offered by the formal educational institutions. What has happened then has been the rise of many new agencies which provide education. We have every reason to assume that the number of these agencies will continue to expand very fast. The basic reason is that education has become more and more important in the modern world and many new ways must be found to provide it. The country that succeeds in providing the largest amount of adequate education for all of its population will be the country that prospers most in the modern world.

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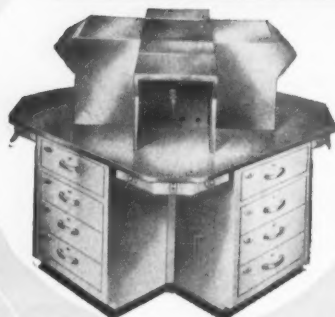


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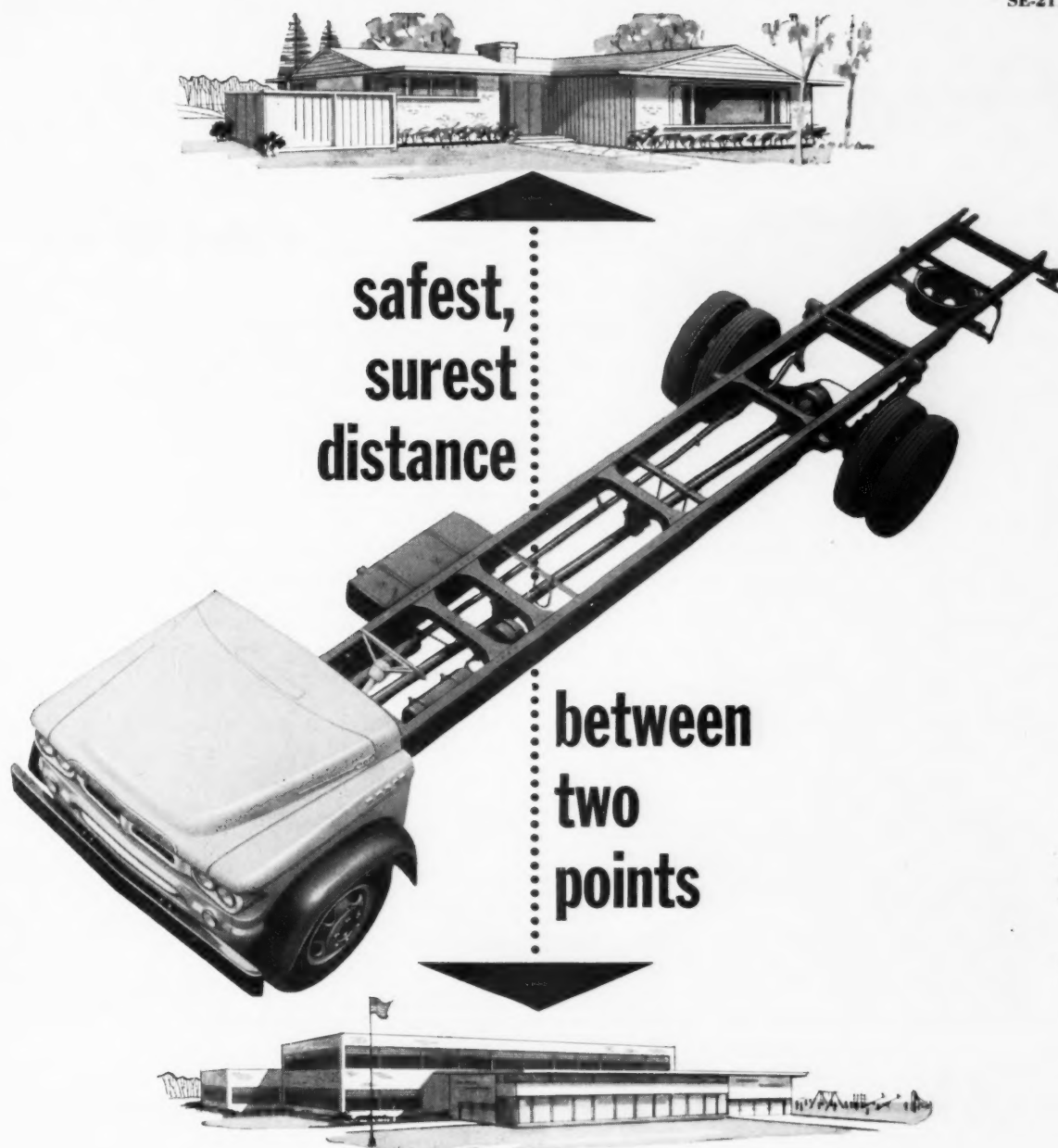
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FEDERAL FUNDS— IMPETUS TO RESEARCH IN EDUCATION

by ROY M. HALL

Assistant Commissioner for Research
United States Office of Education

Solutions to some of our current problems in education can be found only through research. To date, research efforts have been wholly inadequate as compared with those in industry and the physical and social sciences. Quantitatively, the crudest measure is the mere counting of the number of studies but the gross differences in the following figures are sufficient to indicate that we are literally comparing nothing with something.

NUMBER OF STUDIES FOR THREE RESEARCH AREAS*

Area	1956	1957	1958
Education	3,199	3,336	3,085
Psychology	8,541	9,074	6,100
Chemistry	105,000	112,000	127,000

Qualitative analysis is no more comforting. With a few notable exceptions, we have failed to attract the interest of the best social science researchers in problems of education. There has been little incentive offered to the "bright young men" within the field of education to turn their efforts to research. Financial remuneration and status among researchers has not been comparable to school administration and the curricula of graduate schools of education have not concentrated on the production of research workers.

During the past three years, two federal programs for the support of research in education have been set in operation which will substantially increase its quantity and quality. The Cooperative Research Program (Public Law 531), established first, was given a broad charge by Congress in terms of the subject area to be covered. This law authorizes the Commissioner of Education to enter into jointly financed cooperative arrangements with the colleges and universities and state educational agencies for the conduct of research, surveys and demonstrations in the field of education. The financial arrangements between the Office of Education and the participating groups under Pub-

lic Law 531 are in the form of a fixed-price contract.

The second, Title VII of the National Defense Education Act, is more specific in the research content which it supports, concentrating on research and experimentation in newer educational media. However, the operation regulations of Title VII are more flexible in that local school districts, regional associations, professional organizations and the like may be the sponsors of the research. The arrangement for conducting the project may take the form of either a contract or a grant between the Office of Education and the contractor.

HOW THE PROGRAMS OPERATE

Both programs operate in essentially the same manner. The research is not conducted by the Office of Education. Title VII and P.L. 531 are supplementary to the statistical and special studies conducted by the Office. These extra-mural research programs are designed to strengthen the efforts of institutions and agencies which are contributing to the total research endeavor in education in the United States. Both programs are directed to the colleges and universities which have always been the fountainhead of creative and productive investigations into the physical structure of our world and the social structure of our society. A special effort has been made to acquaint them with the existence of available support for high quality research endeavors.

The initiation of research under both programs is centered on the individual investigator. The problems to be inquired into are created by the needs of education as seen by researchers across the country. Research needs are not specified so that creativity is not restricted.

Two advisory committees (one for each program) evaluate the studies submitted and select the most promising ones based on an equitable assessment of the following criteria:

- a) The significance of the problem posed by the researchers to education;

* Reported in the 1956, 1957 and 1958 *Review of Educational Research*, *Psychological Abstracts*, and *Chemical Abstracts*.

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- b) The adequacy of the research design, procedures and statistical analysis for obtaining information regarding the problem posed;
- c) The personnel and facilities available at the institution sponsoring the project;
- d) The economic efficiency of investigating the problem as outlined by the researcher.

The advisory committees are composed of outstanding researcher-educators who make recommendations to the commissioner concerning the projects submitted.

The staffs of the two programs play important roles in the development of investigative proposals. Before the submission of formal research plans they are available for consultation with staffs or individuals. They also provide the advisory committees with all available background material regarding the projects submitted which might be helpful in arriving at an equitable recommendation. After projects are recommended for support, the staff contracts with or awards grants to the institution or agency submitting the proposal. The total research design and procedures are discussed with the principal investigator. During the period of time in which the research is in process, the staff keeps in contact with the researcher through periodic written progress reports, on-site visits, and assists in every possible way in the accomplishment of the proposed research.

The operating procedures of these programs are designed to provide support for competent researchers who are interested in turning their attention to problems in education without restricting their creativity, interfering with the conduct of their research, or dictating the direction of their interests.

ACCOMPLISHMENTS

The Cooperative Research Program—Public Law 531—was passed in 1954, but the first authorization to the program was made for the fiscal year 1957. During that year \$1 million was appropriated and for the past two years this has been increased to \$2.3 million and \$2.7 million, respectively. For 1960 the appropriation will be \$3.2 million. University contributions to the program have increased the total funds devoted to research in education during the first three years of operation to nearly \$10 million.

Research covers a wide range of subject matter and has been carried out in a variety of institutions. Up to June 30 of this year, 212 projects had been contracted under the program, located in 83 colleges and universities in 39 states, Puerto Rico, Guam, and the District of Columbia. Fourteen state education agencies have participated. Final reports have been received on 57 projects and

within the next year another 96 will be completed.

The subject areas cover the gamut of educational interest. Such projects as the following will hold interest for school administrators:

The Gifted Adolescent in the Classroom, J. W. Getzels and P. W. Jackson, University of Chicago.

Development of Criteria of Success in School Administration, D. E. Griffiths, Teachers College, Columbia University.

Community Understanding as a Factor in the Financial Support of Public Education.

Language Ability in the Middle Grades of the Elementary School, W. Loban, University of California.

Adapting Instruction to the Learning Needs of Children in the Intermediate Grades, D. D. Durrell, Boston University.

The Use of Test Results, J. T. Hastings, University of Illinois.

Teaching High School Students a Critical Approach to Contemporary National Issues, D. W. Oliver, Harvard University.

A 3-year period represents only an instant of time in the development of a research program. The process of research is painstaking and laborious. The sophisticated researcher knows that he is not going to answer all the questions in an area of interest through the conduct of a discrete experimental study. He will have made a most significant contribution if he can add a cubit of knowledge or assist in opening the area to further questions and investigation. The assessment of the success of a research program is complicated by the process of research itself, which is a never-ending search for truth. But a look at the record of the past three years of operation under the Cooperative Research Program indicates some real accomplishment:

a) A surprisingly large number of studies, completed and in progress, appear to be leading us to a point where significant publications to practitioners can be developed relating to such problems as the gifted child, mental retardation, pupil retention, classroom grouping and school organization.

b) Researchers from many disciplines—psychology, sociology, anthropology—are turning their attention to educational problems. This development has reached the stage where a joint project was sponsored last summer by the Office of Education and the National Academy of Sciences bringing together outstanding educators and social scientists for a survey of research needs relating to education.

c) The quality of research supported by the program is constantly on the rise. Analysis of the research recommended for support during the past three years has seen a marked change in the research design, procedures, and statistical analyses used by the investigators.

d) The studies supported by the program are beginning to emerge into significant attacks on

pressing problem areas. As the number and quality of research efforts in particular areas increase, the redirection of research in that field and ultimate field testing of concepts and theories will result in specific guidelines for practitioners in program planning.

Research in Newer Educational Media—the accomplishments of this program must be spelled out in the most tentative way. Appropriations have been available for only six months, but the response by researchers interested in investigating newer educational media has been remarkable.

The provisions of Title VII of the National Defense Education Act are administered through the New Educational Media Branch of the Office of Education. During its first year of operation, the branch received more than 350 separate research proposals from individuals, agencies and institutions in 40 different states and the District of Columbia. Sixty-nine of these proposals have been approved for federal support, and 23 grant awards have been made, totaling \$1,360,656. The remainder of the approved projects will be awarded grants during fiscal year 1960, subject to the availability of funds.

Three major areas of investigation are covered by the 69 approved proposals: 1) research concerned with the inherent instructional characteristics of the newer media of communication; 2) investigations of the effects of the newer media on the presentation of academic subject matter; and 3) studies concerned with techniques of preparing teachers to utilize these media with maximum effectiveness. These three areas encompass the bulk of research on the newer educational media since World War II. New and significant trends already identified in the Title VII proposals are:

a) Researchers are increasingly concerned with an examination of the interrelationships of several media in the teaching-learning process, rather than with the contributions of one medium in isolation from others.

b) There is a marked interest in determining the degree to which the newer media can be used to individualize instruction efficiently and economically. Most of the proposals oriented toward individualization of learning experiences through the newer media are built around research into the relationships of participation and "feed-back" to learning.

c) Extensive investigation is being made into the contributions of the newer media to effective and higher cognitive learning, rather than merely to the mastery of specific information. In several subject areas, studies are being undertaken which will examine the contributions of the newer media to attitude change, concept development and improvement of critical thinking.

WHERE DO WE GO FROM HERE?

If educators can provide intelligent direction and exhibit serious intent, federal participation in research in education can assist in leading us toward a major breakthrough in our knowledge about the educative process in the next decade. The financial support of research up to this time has concentrated on the conduct of experimental and theoretical studies by individual investigators or research teams. This activity can expand but new directions must be charted if these studies are to be of the greatest significance. Future planning for federal participation should include:

In-service education experience for educational researchers. This could include such activities as regional research conferences based on substantive areas being investigated under the Cooperative Research Program or Title VII; for example, research on the gifted child, educational TV, etc.

Pre-service programs for researchers in education. The continuing increase in the quality and quantity of educational research requires a major expansion of the available number of good researchers. Pre- and post-doctoral fellowship programs are needed to attract the best young men and women in education to research activities.

Identification of research needs. A systematized and continuous synthesis and analysis of current research endeavors must be established. A two-way flow of communication between practitioners and researchers will relate the research projects to the most pressing problems of education. The problem of rapid communication among researchers will require creative, inventive solutions.

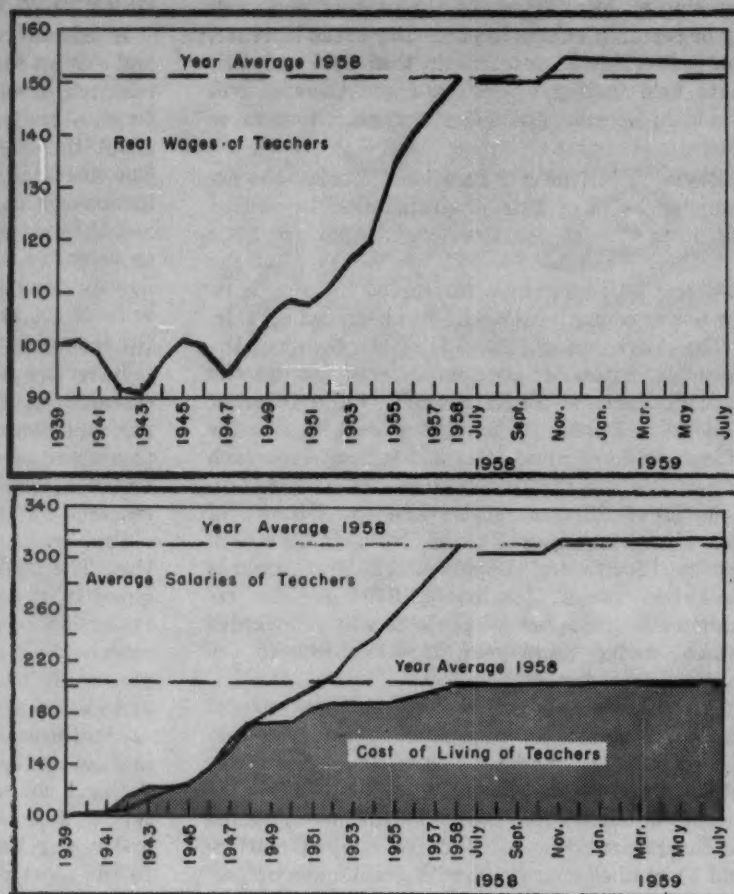
Theory and concept development. No single study is adequate to provide a theoretical base for the guidance of practitioners. Through support of the efforts of individual researchers and the provision of opportunities for groups of outstanding investigators and practitioners to meet together, the process of theory development must be stimulated.

Dissemination of research findings. The Office of Education, state education agencies, colleges and universities, professional associations, professional publication staffs, and regional organizations must work together toward the development of patterns of dissemination of research findings to practitioners.

Research funds for education are now being made available in greater quantity than ever before. The available funds are still inadequate but can and will be increased if the productive results justify expansion. The next few years will chart the direction which federal participation in research in education will take, and a major expansion of the federal role in providing stimulation and leadership in this field will fortify the existing agencies for research.

Teachers' Salaries and the Cost of Living

by HAROLD F. CLARK
Economic Analyst
Teachers College,
Columbia University



From all indications the real wages of teachers will show a satisfactory gain in September. This is the month in which most increases in teachers' salaries are granted. In recent years the average increase in dollars in teachers' salaries has been between 3 and 6 percent. Some years the cost of living has gone up 2 or 3 percent. Usually however the increase in cost of living has not been as high as the dollar increase. This means that there has been some gain in real wages. During the last ten years, 1951 was the only year in which the dollar wages of teachers did not advance more than the cost of living.

The cost of living of teachers has risen only about 1 percent during the past year. Seemingly the dollar increase will be 3 or 4 percent. This will mean a substantial rise in the real wages of teachers.

The wages of beginning teachers are adequate enough now to get a teacher in each classroom. But if we want to raise the quality of the teacher going into the schools, further wage increases should be anticipated. In years ahead some acceptable way must be found to get more relatively high salaries in administration and teaching.

Questions are being raised regarding the ade-

quacy of teachers' salaries for obtaining really professional people. For the first time somewhat the same question is beginning to be raised regarding engineering. Here it is not so much salary as the difficulty of getting people of sufficiently high quality. Some engineers are saying that you can get as many people as you want who can be turned into good draftsmen and most of these people can get through an engineering school. The contention is made by some that this does not make them engineers. The basic criticism is that most of these men are not capable of original creation and design. The statement would be made that the number of draftsmen had increased but not necessarily the number of creative engineers.

This particular argument is likely to become much more serious in years ahead. The basic reason is that most professions now are beginning to struggle to get high-quality people. When a single profession wants a million or two million persons it may turn out to be difficult if not impossible to obtain such numbers of people of a high professional level of competence. In the coming struggle for high-level persons it would be extremely unfortunate if education was not able to compete for at least a fair proportion of the able people.



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CITY	% classroom time, during the regular school year, that outdoor temperature is above 60 degrees
LOS ANGELES.....	86%
DALLAS.....	62%
WASHINGTON, D. C.....	44%
ST. LOUIS.....	43%
CLEVELAND.....	34%
CHICAGO.....	32%
MINNEAPOLIS.....	25%

in various cities, when the temperature is above sixty degrees.

These are the times when air conditioning is vital, if adequate efficiency in teaching and learning is to be maintained. Of course, these figures do not include the important summer-time. With an air conditioned school, summer study is more popular. The school can be used in the hottest weather, day and night. It can also be utilized for recreational activities that would be impossible without air conditioning.

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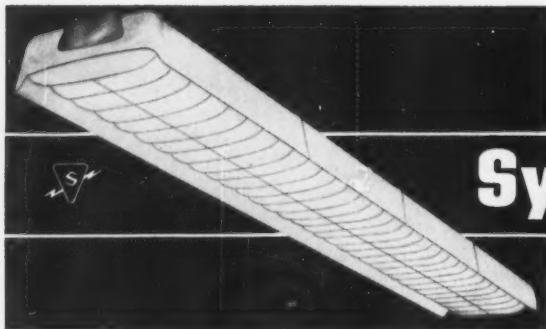
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*So efficient that in many classrooms less Scotts are needed to meet planned lighting requirements.

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FLUORESCENT LIGHTING FIXTURES AND SYSTEMS • BEST FIXTURE VALUE IN EVERY PRICE RANGE

LOOK at the advantages of "Tamed Iodine"®



FEATURES OF TAMED IODINE AGAINST OTHER TYPES OF DISINFECTANTS						
	Chlorines	Quats	Creosols	Pines	Synthetic Phenols	WESCODYNE
Microbial Activity	Very short	Variable	Intermediate	Poor to variable.	Intermediate	High
Stability	No	Yes	Yes	Yes	Yes	Yes
Cost in Use	Low, but require frequent application.	High	High, too much needed.	Low, but require frequent application.	Moderate to low.	Very low.
Odor	Heavy and penetrating.	None	Heavy	Heavy and lingering.	Some are heavy, others linger.	Very light and non-lingering.
Cleaning Ability	None, cause bleaching.	Poor, inactivated by soaps.	Good	Good	Good	Good
Microbiology	Selective germicide. Will not destroy a wide range of organisms.	Selective germicide. Will not destroy a wide range of organisms.	Selective germicide. Will not destroy a wide range of organisms.	Selective germicide. Will not destroy a wide range of organisms.	Selective germicide. Will not destroy a wide range of organisms.	A nonselective germicide. Kills bacteria, virus, molds, fungi, yeast, spores, etc.
Affected by Hard Water	No	Yes	Yes	Yes	In some cases.	No
Indicator of Bacterial Efficiency	None	None	None	None	None	Color
Effect on skin, full strength	Irritants	Sensitizers	Irritants	Non-irritating	Irritants	Non-irritating
Toxicity	Yes	Variable	Yes	No	Yes	No

EXTRAORDINARY GERMICIDE

It's WESCODYNE, the first "Tamed Iodine" Detergent-Germicide. It offers new protection against absenteeism. Cleans and disinfects in one operation. Destroys organisms that cause Influenza, T.B., Polio and other contagious diseases. Costs little or no more than soap and water. And more, as indicated in the above comparison.

WESCODYNE is nonstaining, nonirritating and nontoxic at use dilution. It leaves no odor. It has an unmatched history of scientific evaluation and success. Hospitals throughout the U. S. and Canada rely on it as the single germicide suitable for all cleaning and disinfecting procedures. In schools, it is recommended for routine house-keeping as a replacement wherever soap and water are

ordinarily used. And of course for cafeterias, washroom and athletic areas.

WESCODYNE costs less than 2¢ a gallon at the general purpose use dilution of 75 ppm available iodine. We'd be glad to send full information. Just telephone your nearby West office. Or mail the coupon below to our Long Island City headquarters, Dept. 6.

- ☐ Send full information on WESCODYNE.
☐ Have a Specialist phone for an appointment.

Name

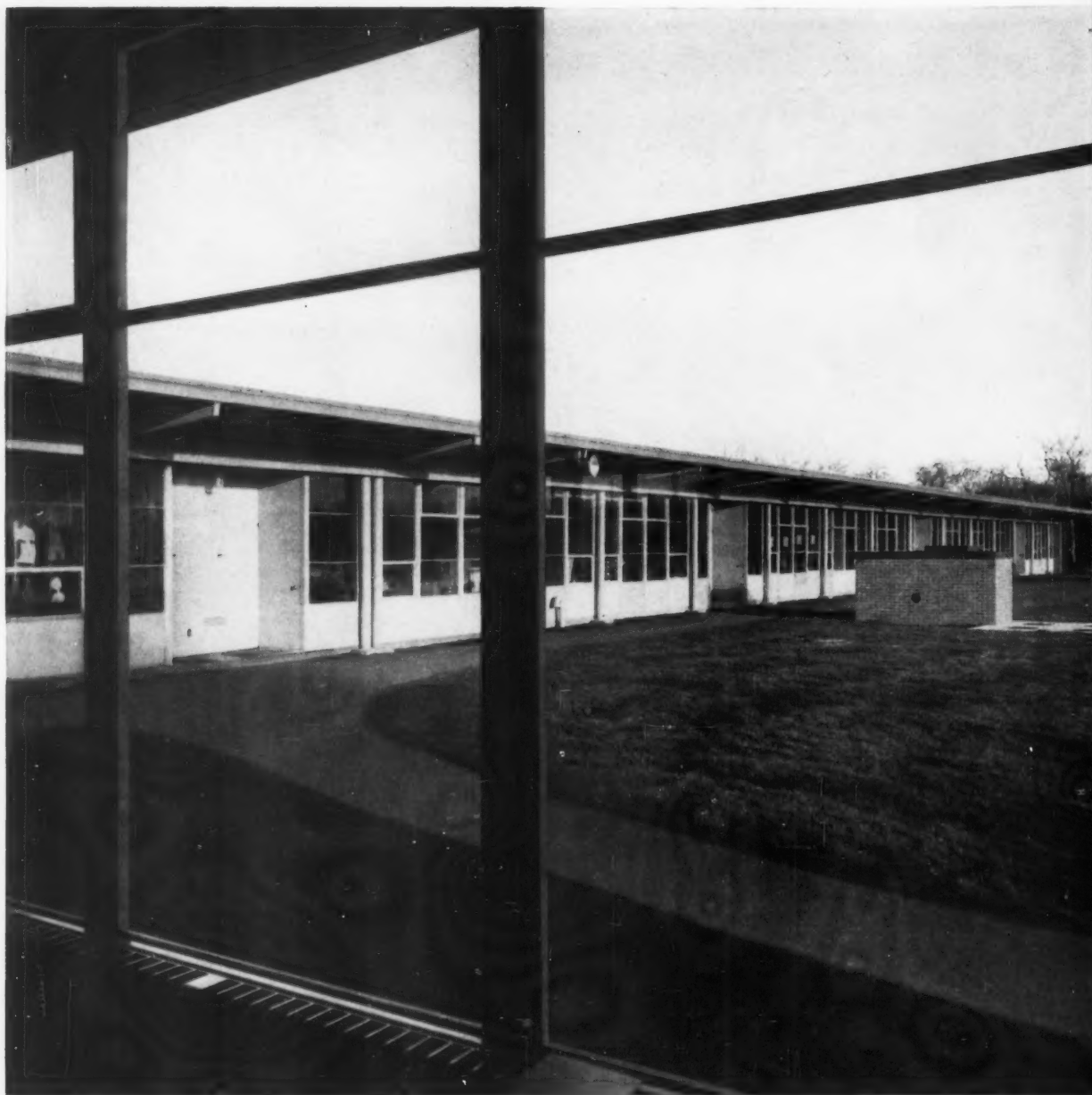
Position

PROGRAMS AND SPECIALTIES
FOR PROTECTIVE SANITATION
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WEST DISINFECTING DIVISION

WEST CHEMICAL PRODUCTS INC.
42-16 West Street, Long Island City 1, New York
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Design your schools better with



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The "ABC's"—as everyone knows—symbolize the education our children get in school. And PPG—we hope everyone knows—stands for beautiful and functional glass products which help our children learn their "ABC's" in an atmosphere conducive to learning.

What other school construction material but glass can make classrooms seem larger . . . can open them up to the daylight . . . and bring the outdoors nearer? What other material combines beauty and function so well? Glass does what no other material can do in the school.

Where environment control is essential, such as in three elevations of the Forest Lake Elementary School, Wantagh, New York, PENNVERNON GRAYLITE "56" Heavy Sheet Glass was used. Its neutral color provided economical brightness control by reducing the harsh glare of sunlight streaming through the windows. The light is

soft . . . easy on the eyes . . . yet perfectly bright enough for critical viewing tasks.

Are you aware of how much Pittsburgh glass products can do for *your* new school?

Architect: George E. Tumey, A.I.A., Wantagh, New York
Contractor: Leon DeMatteis & Sons, Elmont, New York
Glazed by Glen Cove Glazing Works, Glen Cove, N. Y.

CONSULT YOUR ARCHITECT for information about the use of these famous Pittsburgh Glasses in school construction

Solex®	green tint, heat-absorbing and glare-reducing plate glass
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Polished Plate Glass	for clear, undistorted vision
Pennvern®	window glass at its best
Pennvern Graylite®	neutral tint, glare-reducing heavy sheet and window glass
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Ocean Springs, Miss.
May 12, 1959

Taylor Sales Company
1405 West Roosevelt
Little Rock, Arkansas

Attn: Mr. A. J. Taylor

Re: Classroom Heaters

Dear Mr. Taylor:

I specified a number of your Classroom heaters for the Central Elementary School in Pascagoula, Mississippi, and they have been in use for the past heating season.

Recently I specified a number for the Junior High School and also Physical Education Building, Pascagoula, Mississippi.

Before specifying your heaters for the first time I wrote you for a list of nearby installations, and you sent me a list of seven schools. I wrote to all of these schools and asked if the heaters were satisfactory, and if they were going to purchase additional heaters, would they use the Norman heaters.

I had six replies out of seven, and all said they were well pleased with the heaters and if additional purchases had to be made, they would not hesitate to use Norman Heaters.

Yours very truly,

C. H. Lindsley
Claude H. Lindsley, A.I.A.
Architect

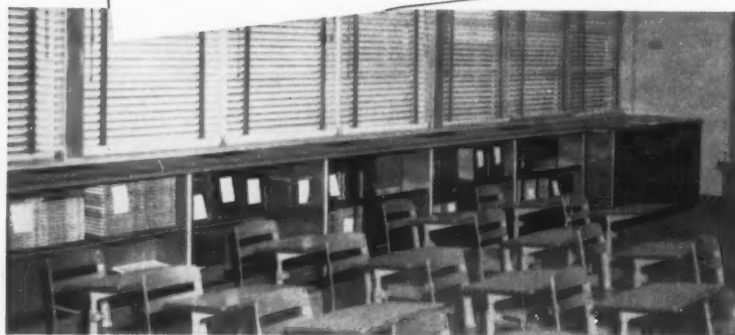
CHL-b



Another Norman Proof of

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COMFORT



Norman Systems Provide Complete Gas-fired Individual Schoolroom-Packaged Comfort... Save Money Three Ways!

Action speaks louder than words . . . and leading architects, engineers and school officials are finding that Norman Triple Economy is money-saving economy in installation, operation and maintenance.

Norman Packaged Schoolroom Heating and Ventilating systems are quickly installed room by room without expensive boiler rooms, chimneys and tunnels.

Heat is supplied only when needed . . . no fuel is wasted in maintaining uniform temperature . . . and ventilation is completely automatic.

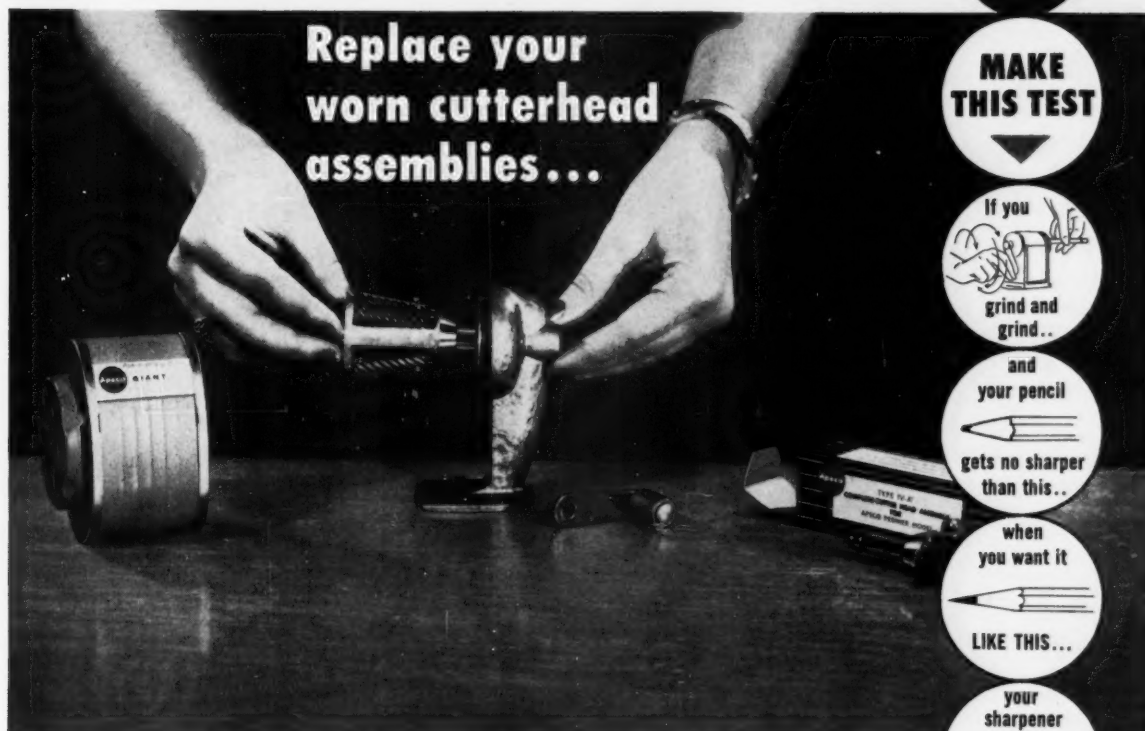
Long trouble-free service is assured by sturdy construction, finest materials and standard controls. American Gas Association approved.

Write Today for Nearby Installations of Norman Schoolroom Heating and Ventilating Systems.

Central Elementary School, Pascagoula, Miss. Architect: Claude H. Lindsley, A.I.A.

Norman® PRODUCTS CO. • 1160 Chesapeake Ave., Columbus 12, Ohio

Stretch those surplus school budget funds...The **Apsco** way



Replace your worn cutterhead assemblies...

MAKE THIS TEST

If you grind and grind... and your pencil gets no sharper than this... when you want it **LIKE THIS...** your sharpener needs new cutters

"LIKE-NEW" PENCIL SHARPENERS AT A 60% SAVINGS TO YOU!

Help classroom efficiency. Cut down the traffic to the sharpener. Keep the students in their seats doing neater work, better work. Replace those worn cutterhead assemblies and even keep reserves on hand...

PRECISION SHARPENERS AT BARGAIN PRICES

Did you know you could get "like-new" Apsco pencil sharpeners for less than a dollar and a half each? Sound crazy? It isn't. It's simply smart budget stretching.

Whether your Apsco sharpeners are two years old or 50 years old, all you have to do is replace the cutterhead assemblies and they're good as new! These assemblies contain all the wearing parts, so why go to the trouble and expense of replacing entire machines unnecessarily?

INCREASE CLASSROOM EFFICIENCY

Why keep students hopping up and down during class to chew up their pencils in a worn sharpener, when the machine can be made "like-new" for such a trivial cost?

Here's a chance to use a few dollars to do a lot of good, and save a great many dollars for buying additional new equipment later. See your N.S.S.E.A. Distributor about Apsco cutterhead assemblies or, more simply, clip and check the coupon below.

HERE'S WHAT YOU GET

New razor-sharp cutters.
New heavy-duty cutter frame.



New bearing shaft.
New point stop.
Fresh lubrication.

NO TOOLS NEEDED!

It takes but ten seconds to change assemblies!

Manufactured and shipped from Rockford, Ill.




Write for your free copy of Apsco's 1959 FULL LINE school catalog.

APSCO PRODUCTS, INC.

GENERAL OFFICES: LOS ANGELES, CALIFORNIA • FACTORIES: ROCKFORD, ILLINOIS • TORONTO, CANADA



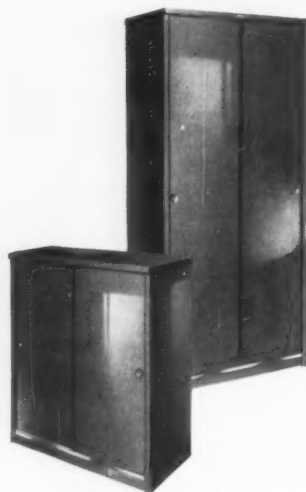
APSCO PRODUCTS, INC. (mailing address)
P.O. Box 840, Beverly Hills, Calif.
Cutterhead replacement makes sense.
Please send me prices and details.
The name of my School Supply Distributor is

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School _____
Address _____
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meet your budget with

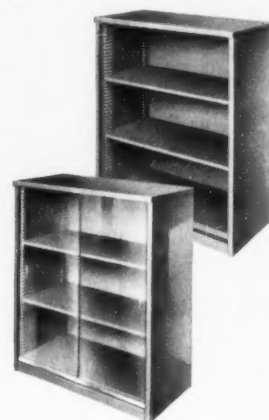
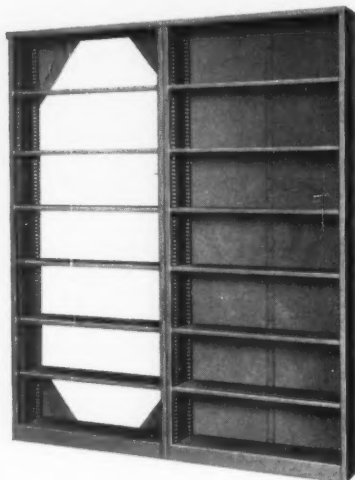
BORROUGHS Products

the choice of the value-wise



Send for colorful, 24-page
illustrated price list

Bookcases, Supply Cabinets and Library Shelving — "by Borroughs" — definitely proves that excellent quality and design need not be expensive. Borroughs' line includes open-face units from 29" to 90" high — swinging-door combination cabinets — models with glass or steel sliding doors — and all have shelves adjustable without bolting. Borroughs' 24-page price list TELLS you — and SHOWS you — much more about Borroughs' fine products. Send for a copy now.



"Minute Man" hanger bar and shelf
can be lowered for children's use.

GARMENT RACKS — "by Borroughs" — are smartly styled, sturdily built, expertly designed racks that ideally meet any garment hanging need. Available in standard capacities of 6, 9, 12 and 15 garments, there are also double-face units, add-units and wall models, to round out a most comprehensive line. And Borroughs' exclusive, plated, mar-resistant "Wonder Bar", which can be reversed to increase capacities, is only one of many highly desirable features. The illustrated price list explains many more.



BORROUGHS MANUFACTURING COMPANY

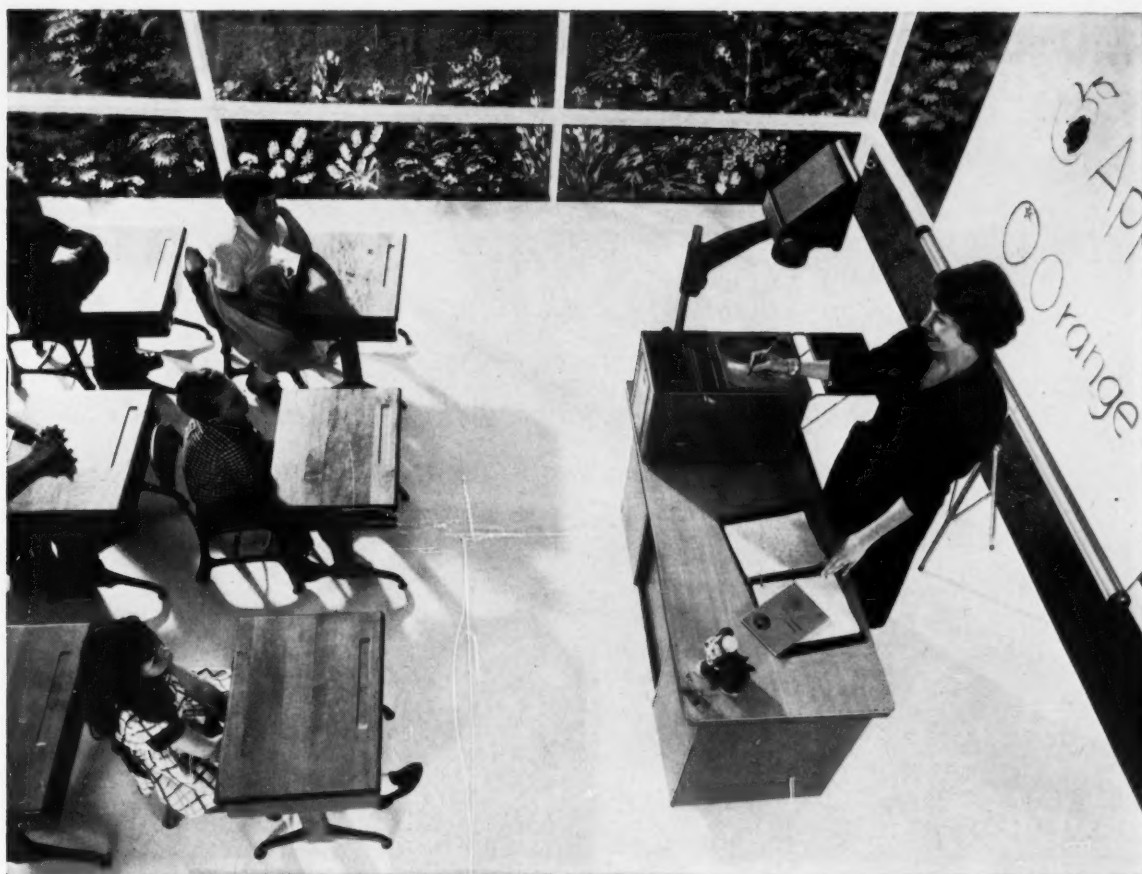
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A SUBSIDIARY OF THE AMERICAN METAL PRODUCTS COMPANY OF DETROIT

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Even in classrooms sunshine bright

AO's NEW OVERHEAD DELINEASCOPE

gives the clearest image you've ever seen!

This revolutionary new overhead projector, by American Optical Company, was developed around a powerful 1000 watt light source to give you the brightest...biggest projected screen image you've ever seen. Even the extreme corners are sharp and clear because a specially designed Fresnel lens affords perfectly balanced illumination to every square inch of screen area.

This precision teaching instrument will project all the line, form and color of a 10" x 10" transparency up to a huge 177 sq. ft. screen image...in crisp, accurate detail.

You can face your class at all times...see faces instead of shadows...observe every movement and expression of subject reception and understanding...maintain maximum control through an entire presentation.

AO's Overhead Delineascope helps give your pro-

gram an unlimited flexibility that is not possible with any other AV medium. You can emphasize or dramatize by adding to your prepared teaching material on-the-spot.

You will surely want to see all the new, exclusive features that make this exceptional instrument a practical investment in creative teaching. Talk to your AO Salesman or Audio-Visual Dealer. He will be happy to arrange a convincing demonstration at your convenience.

For further information mail the coupon below.



**American Optical
Company**

INSTRUMENT DIVISION, BUFFALO 15, NEW YORK

Dept. U71

Please send complete information on AO's New Overhead Delineascope.

Name

Address

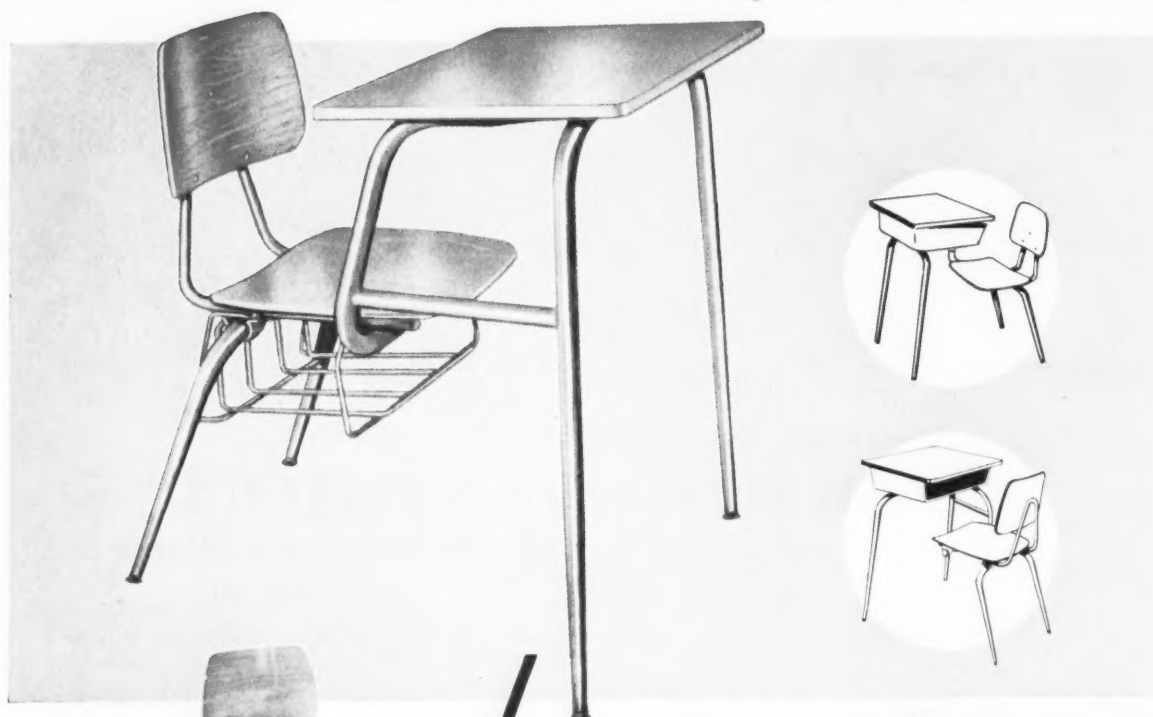
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**designed to meet the tests
of time and children...**

*Enduringly built from 52 years experience
in seating children. Posture-perfect design for
full-day child working comfort. Modern styling
that makes the classroom inviting and colorful.*



**SEPARATE CHAIR
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BASIC CHAIR
easy stacking



**TABLET ARM
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**TEACHER'S
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**CHAIR DESK
with bookrack**



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3 sizes in each of 3 styles

The popular FREE MOVEMENT tubular seating for elementary, high school and college classrooms. Available in attached desk-chair units or in separate desks and chairs. Ample leg room...easy to slide into and out again. Legs have self-leveling steel glides to keep desk level on uneven floors. Economically priced.

Also mfrs. of the famous **STERLING** desks. Write for full description and prices.

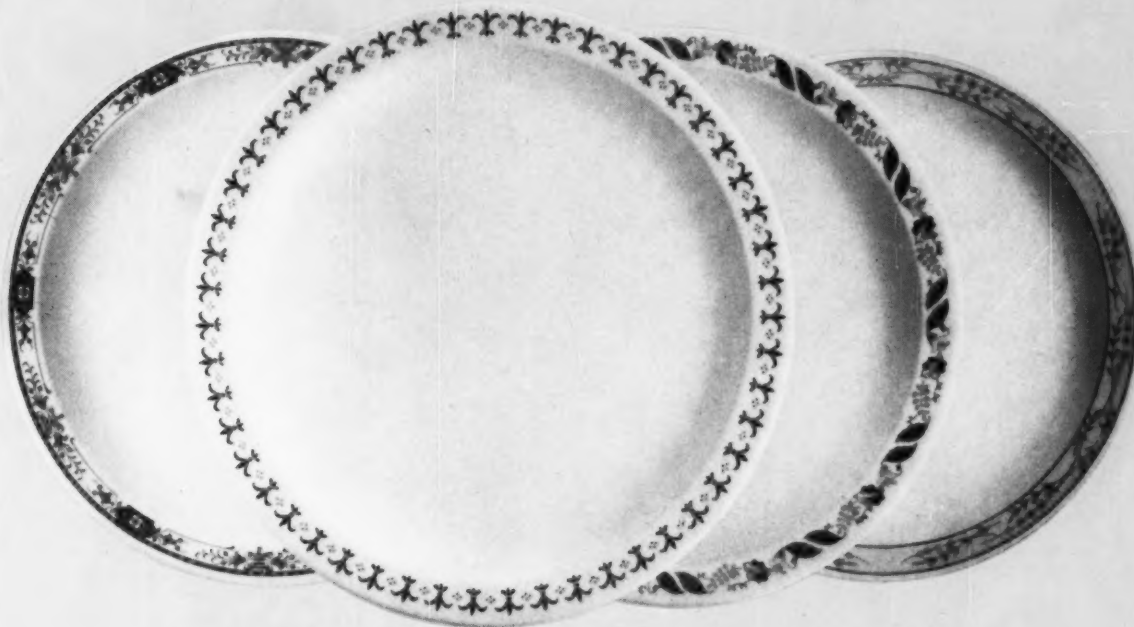
BECKLEY/CARDY

1914 no. narragansett ave.

chicago 39, ill.

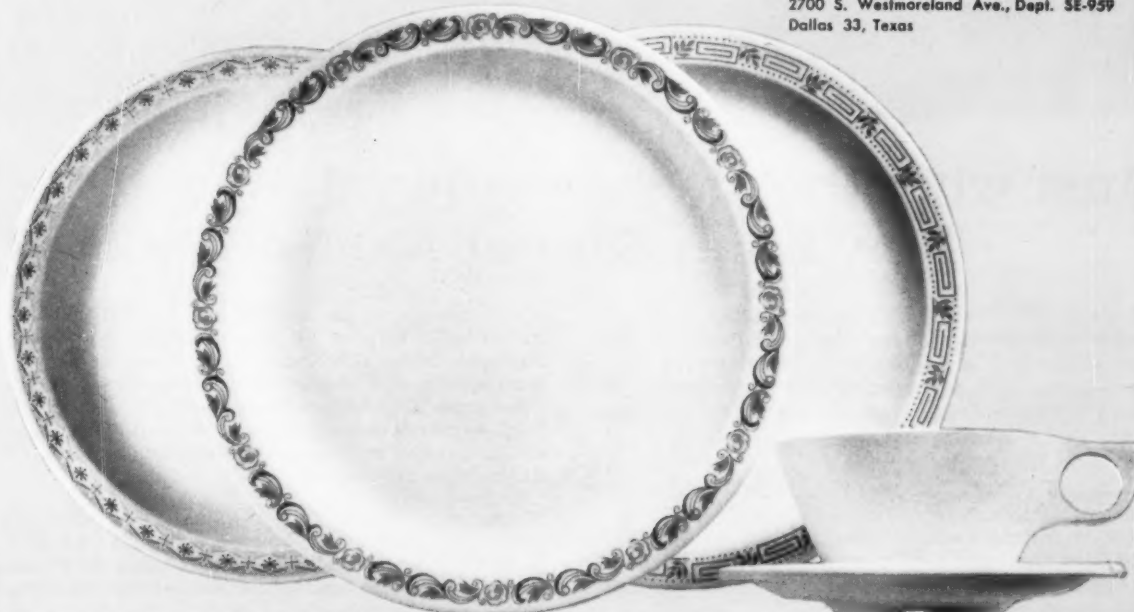
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through dealers*

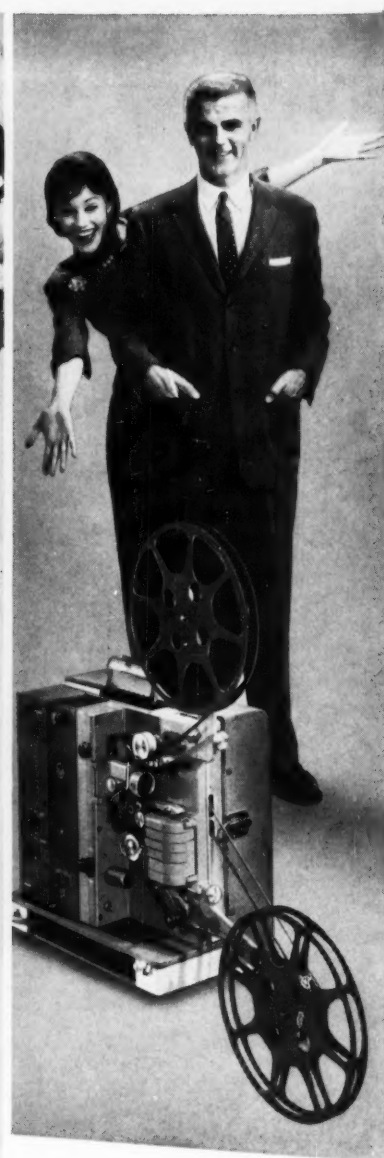
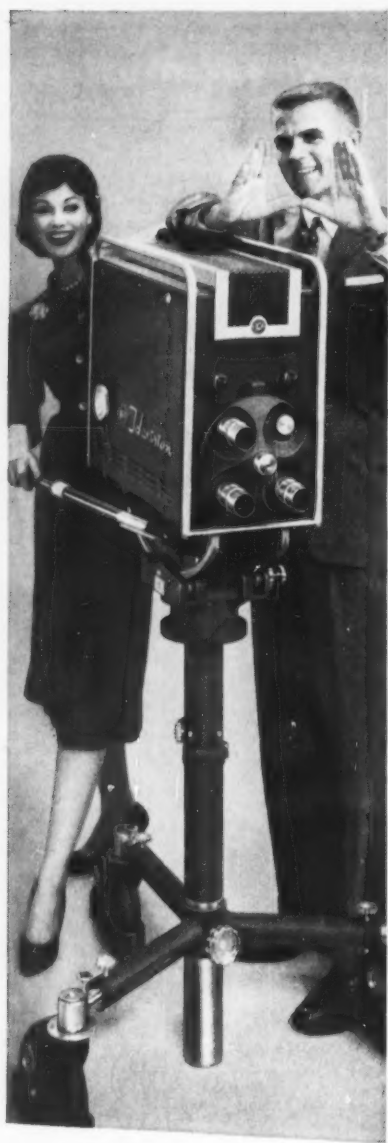
REGAL DECORATED



WE TOOK THE PLAINNESS OUT OF SCHOOL DINNERWARE! Here's food-flattering, decorated school dinnerware with all the break-resistant advantages of our rugged Dallas Ware and Texas Ware. REGAL DECORATED is molded of the finest quality melamine to PMC's exclusive high standards for quality and craftsmanship. You can cut your replacement costs up to 80% every year. All pieces handle easily and stack perfectly in a minimum of space. An exclusive contour foot provides complete drainage and fast drying. See these and other PMC patterns, including a new decorated coupe shape, at your dealer or write us for information. For quality and craftsmanship—choose REGAL DECORATED • DALLAS WARE • TEXAS WARE

PLASTICS MANUFACTURING CO.
2700 S. Westmoreland Ave., Dept. SE-959
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Just what the teacher ordered ...

RCA Instructional Aids, every one!

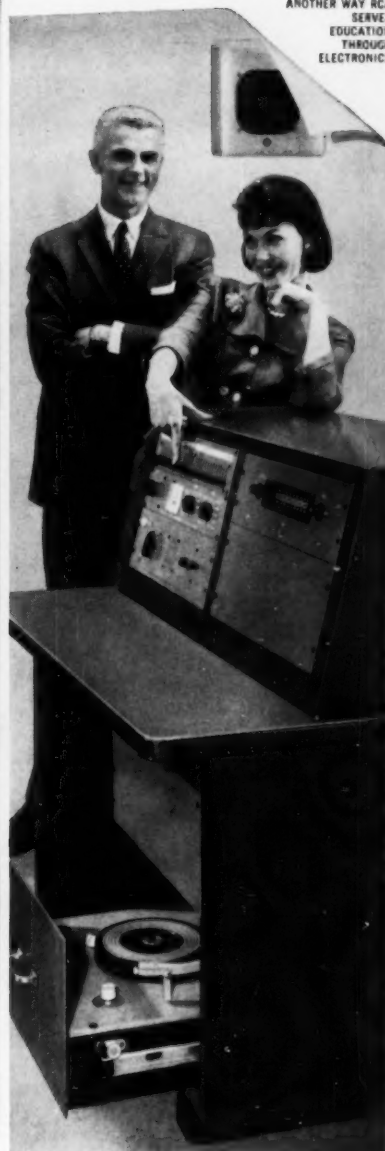
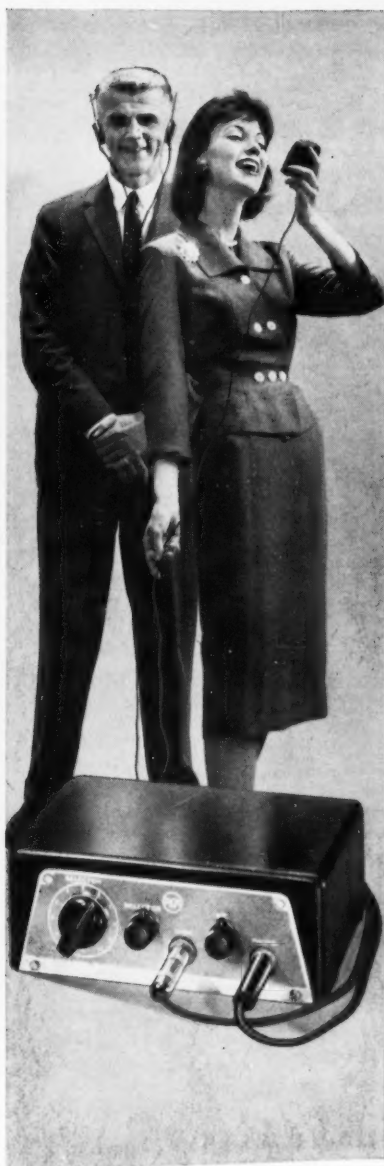
It makes down-to-earth budget sense to turn to the world leader in electronics for the instructional aids teachers need and want. Good administrative sense, too, for RCA instructional aids help teachers do a more effective job on a more comprehensive roster of subjects. Let's preview RCA's complete line.

RCA "Life-Tested"* 16mm Projectors heighten interest in any subject in any curriculum. Junior and Senior models feature easiest, fastest threading in 16mm, brighten films with 20% more light on screen, operate whisper-quietly. Porto-Arc delivers brilliant pictures, life-like sound in large areas.

It's a big, wide, wonderful world in any classroom where there's an RCA Victor TV Receiver. Black-and-white or color, portable or table model or console, anyone can tune in mirror-sharp pictures and sound in seconds anywhere. Consult an RCA field engineer about RCA's complete TV Teaching Systems . . . from studio cameras and film or tape equipment, through control equipment to TV receivers for any location.

The security, the versatility of RCA Sound Systems are priceless in every school. You can plan with your RCA Engineered Sound Distributor for a made-to-order system which uses the complete line of advanced "building-block" sound components.

ANOTHER WAY RCA
SERVES
EDUCATION
THROUGH
ELECTRONICS



Expert foreign language teachers have worked closely with RCA engineers who designed several RCA Language Laboratory Systems. Each of these language-practice systems is low-cost, simple to operate, readily expandable, easily installed and maintained. Invaluable for learning to *spe*ak and *under*stand any language.

Naturally the world leader in electronics is your best source for a variety of laboratory test equipment with highest reliability built in. The rugged RCA line includes voltohmmys, oscilloscopes, audio signal generators, test generators, tube testers, etc. Several items are now also available in inexpensive kit form.

**Rigid endurance standards have been set for RCA "LIFE-TESTED" Projectors. Individual components as well as finished projectors are subjected to continuous testing to evaluate the durability and efficiency of all operating parts. "LIFE-TESTED" at RCA means better, more reliable performance from RCA Projectors.*

September, 1959

(left to right) RCA Television Systems; RCA Victor TV Receivers; RCA "Life-Tested" 16mm Projectors; RCA Language Laboratories; RCA Laboratory Testing Equipment; RCA Sound Systems.

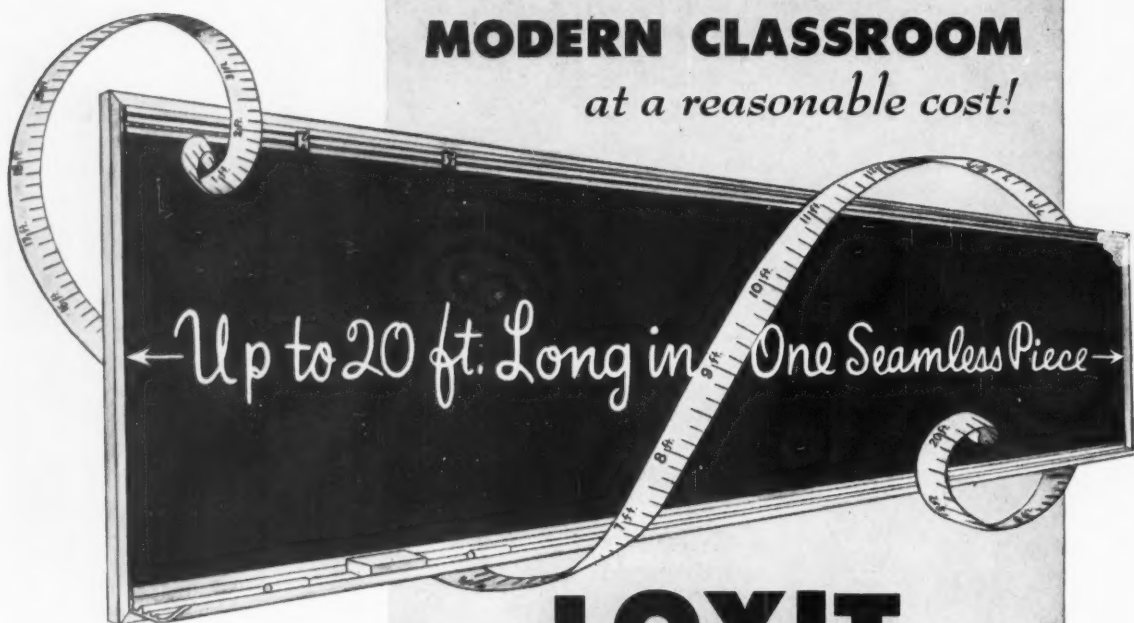
Get your copy . . . a complete catalog with full details on these and other RCA Electronic Aids to Education! Write Mr. L. V. Hallweck, Educational Services, Radio Corporation of America, Camden 2, New Jersey.



RADIO CORPORATION of AMERICA

Educational Services
Camden 2, New Jersey

Designed for the
MODERN CLASSROOM
at a reasonable cost!



Consider these

ADVANTAGES...

DURABLE—will not craze or crack.

WILL TAKE MAGNETS.

NEGLIGIBLE SHRINKAGE and expansion.

SCRATCH-RESISTANT and impact-resistant.

SANITARY and impervious to acids, odors, greases and solvents.

EASILY CLEANED with a damp cloth.

FIREPROOF CONSTRUCTION will not support combustion.

LIGHT WEIGHT makes installation simple.

EIGHT COLORS: Fadeproof Rite Spring Green, Rite Dark Green, Rite Gray, Rite Tan, Rite Coral, Rite Blue, Rite White (Ivory) and Rite Black.

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MIRAWAL PORCELOX

PORCELAIN STEEL

CHALKBOARDS

• Here is a giant step forward in chalkboard development! LOX-85 NU-VICTORY MIRAWAL PORCELOX chalkboards have a light gauge porcelain steel face laminated to $\frac{3}{8}$ " LOX-A-KORE with a porcelainized steel backing to balance the chalkboard face sheet. It is a balanced panel, approximately $\frac{1}{2}$ " thick, which can be applied to the wall without adhesives. LOXIT MIRAWAL PORCELOX provides a chalkboard surface and chalkboard construction that assure permanency and lasting economy. The surface is unexcelled for writing; it erases cleanly and quickly and can be washed as often as desired.

Available to be trimmed on the job or as "prefabs" completely trimmed ready for fast, economical application directly on walls. Magnets can be used. Standard heights of 3', 3½' and 4' in standard lengths in even feet up to 20.

WRITE TODAY for your copy of the detailed 16-page full-color catalog on the Loxit Complete Chalkboard System



LOXIT SYSTEMS, INC.

1217 W. WASHINGTON BLVD., CHICAGO 7, ILLINOIS

TWELVE THOUSAND, HERE WE COME! Such could be the exhilarating thought upon this privileged occasion of greeting my fellow administrators. However gratifying it would be to reach such a membership goal, our sights are focused upon something more important as we enter the decade of the 60's. It is the adequacy of preparation of the school administrator in a rapidly-changing culture. The procedures of admission, content of study and adequacy of graduate staff and facilities are the truly significant concerns that are engrossing us at this time.

The inspiring nature of such a challenge is evident as one visits and communicates with administrators from the hinterland to the extremes of our coastal boundaries. Administrators have gone through a frightening period of rapid change in demands and an equally rapid expansion of facilities to meet the phenomenal increases in enrollments and needed services. Our world position makes urgent our need for facility in foreign languages. Our technology brings equal challenge in the preparation for scientific careers, and our great urbanization and population mobility bring social problems that accentuate the humanities. Everywhere there is reflected an urgency and a determination that typifies the spirit of a frontier.

The issues are big, but the potential for their resolution is equal to the times. AASA took historic action in Atlantic City to establish, nationwide, the first professional requirements for membership in an organization of educators. This year, actions to meet the standards and accreditation policies are under way. January 1, 1964, is "P" Day—the day when we take on *professional* standards comparable to our responsibilities. In this momentous undertaking, the strengthening of state associations is paramount. Your enthusiastic cooperation with your state organization and with AASA augurs well for the future.

Please do not be hesitant to call on AASA for help—for yourself or for your state association. Even though our staff is small, it is able and deeply devoted. Your suggestions will receive prompt attention and your requests equally prompt action.

With a genuine zest for adventure, may you be heading into the best year of your career.

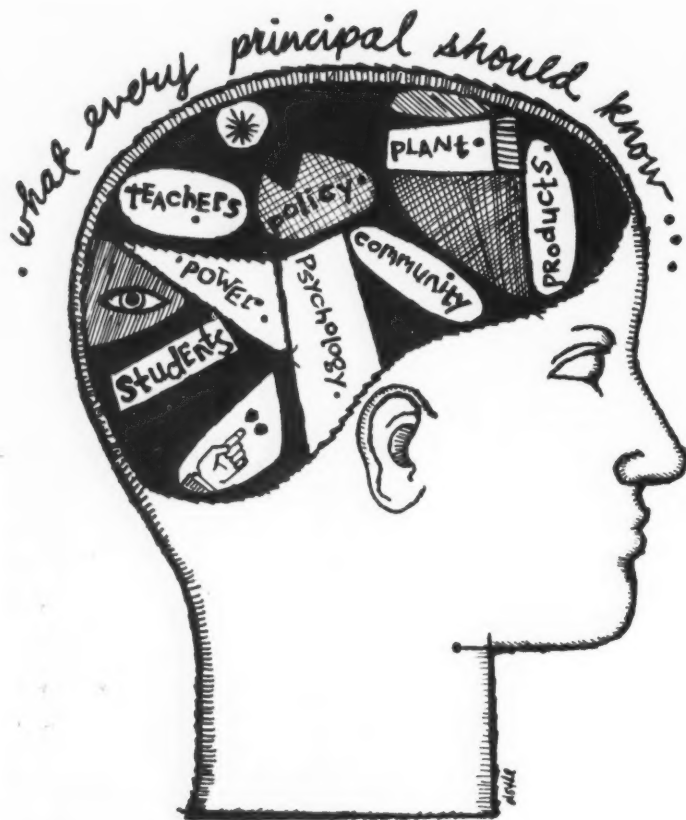
greetings
to the
school administrators
of
the nation
from



Martin Essex

MARTIN ESSEX, superintendent of schools, Akron, Ohio, and president of the American Association of School Administrators.

what every



by WILLIAM J. CONDON

SCHOOL PRINCIPALS are often forced to learn their job by making mistakes. As a new principal, you have probably had little on-the-job training in handling a building full of pupils, teachers, janitors, clerks, materials and problems. Then, on that September morning you wake up with the realization that today is The Day.

On the asset side you have probably had some teaching experience, hours of college classes in supervision and administration, a helpful superintendent, an experienced clerk to help you (if you're lucky), and some reading you've done of articles on what to do . . . much like this one.

After several years of working as principal with a cooperative, professional and, above all, patient staff, I feel that I can proudly say I've learned a few things in dealing with parents, teachers and students. Perhaps what I have learned will help someone else over the rough spots in dealing with a new job. Here we go; use what you can and . . . lots of luck!

Parent relations

There is no end to the information you can send home to strengthen the ties between school and home. Parents will attend and support school functions better if they are notified enough in advance to plan. I have found that a newsletter sent home once a month with schedules, explanations of school activities and general information is very well received.

Mr. Condon is elementary principal at Utley Community School, Flint, Michigan.

young principal should know

Don't depend on the children to make accurate reports to their parents on events at school. Sometimes intentionally and often unintentionally the reports will be entirely misleading. (I remember a story from my own school days: we were told that there would be no school the following day because the staff was to attend a teachers' institute; but as the parents of a 2nd-grader heard it that evening, "No school tomorrow—the teachers are going on a toot.") It is well worth the time to write a note. This can be mailed if necessary, but if the child is told you expect an answer it will usually get delivered. Be sure to invite the parent to contact you for further information or discussion and, for your own protection, keep a copy of every message that seems at all important; it may come in handy later.

In your contact with parents remember to praise their children whenever you can. We send merit letters home twice a year to recognize children whose marks may not be the best, but who excel in cooperation, attentiveness, effort and other "citizenship" categories.

Try to educate people to make appointments so they don't come only to find you attending a meeting or the teacher who should be included in the conference busy teaching her class. Making an appointment also gives you and the teacher a chance to gather examples of work and other materials pertinent to the situation.

In dealing with parents, don't make statements about a child which you can't back up. I have found, too, that it is always an advantage to you to begin each session with a parent

with something "good" about his or her child. While it is best to know personally every child in your school, in large schools it is not always possible. But you can fortify yourself with information on the child's background and past achievements by consulting the cumulative records and his teachers. Sometimes a reference, in the middle of a heated discussion, to a brother or sister's work will serve as a change of pace and calm things down.

When parents come in, try to have the teacher in on the session. But if it's impossible, be sure she gets an immediate report on what was accomplished. I often write up a report to supplement the oral one and ask the teacher to put this in the child's cumulative record.

Sometimes after getting a teacher and parent together you discover they can work out the problem nicely without you. If you're not needed, check afterwards anyway to thank the parent for coming in and to make sure you know what was accomplished.

After you have made a contact with parents on a problem, you will maintain friendships by following through. Check on, and report home, the child's efforts to improve at school. Encourage and report results on the parent's efforts to help the child at home. Let the parents know that the school feels their efforts are important.

Teacher relations

In order to help your teachers, you have to know them as individuals in the same way that the teacher must know the child in order to

motivate and appraise. Forgive the triteness, but in other words, every teacher like every student is a unique being, only she has had more time to develop her uniqueness. But remember, there is a difference between being "snoopy" and being professionally interested in each teacher's background, training, health and family.

Of course you help teachers with teaching materials, but you can also gather information for them to use in college classes they are taking. They like to have interest shown in their efforts to get additional training, and all the help, advice and encouragement you can give will be welcomed.

Sooner or later, every teacher will come to the office with a problem that needs talking out behind a "closed door." They may need no more than a chance to verbalize some frustrations. Usually a little praise and encouragement will work wonders.

Always avoid personalities when you bring other teachers into the conversation. Occasionally you may praise some idea or project another teacher has attempted, but never criticize one teacher to another.

In dealing with teachers (or anyone else for that matter) you will find more response and success if you ask instead of order or command; and use the phrase "try out" instead of "do" or "start." If you can get a teacher to compare results in two or more ways of doing things, you should get some real thought on a solution to a problem.

Remember to always say thanks. Express it by note as well as in person. People appreciate the extra

*...what every
principal
should
know..*

thought and effort put into a note.

Try to be available. Don't hang out a real or imaginary "do not disturb" sign on the office door. Schedules should be worked out well ahead of time for meetings and special duties. Once you have an effective routine, stick with it. Teachers will become accustomed to this and things will run smoothly.

Teachers' meetings should be called as often as is necessary, but there's no point in having them every week just to prove your conscientiousness. A message that can be duplicated and put into mailboxes takes care of announcements. It does help, though, to have one certain day reserved for meetings. If you schedule one, you know the time should be available; if not, the extra time can be used for special planning or, if necessary, for committee meetings. For the sake of your popularity, schedule general or committee meetings well ahead of time. Teachers have a right to make plans and arrange their personal schedules.

Teachers' meetings can be informative and stimulating, or . . . just another boring duty. An agenda issued shortly before the meeting will enable the teachers to gather thoughts and materials on subjects to be discussed. Always allow time for items that come from the teachers. Teachers will appreciate using a special form to suggest topics for you to include on the agenda.

When a decision must be made, take your time, sleep on it if possible, to be as sure of yourself as you can. After it's done, be sure to explain the decision and your feelings about it to those concerned; and be sure that the purpose of the whole thing

is understood. In the long run, in spite of all the democratic ideas there are, you still are the leader . . . it's part of what you are hired to do.

Take an interest in school functions. Show up at as many as possible. Serve on committees, but don't dominate them. Above all, be available. No one should have to ask more than once who the principal is in your school.

Student relations

Where would you be without students? Out of a job, that's where! You can't avoid them (not and do a good job) and you can't ignore them. You'll find that if you don't hide from them, you'll understand them and get to know them a lot better. Sure, they'll come to you with all sorts of tales and stories and problems, but send the ones that the teachers can handle to the teacher and count yourself lucky to hear the others.

If the children know and like you, you'll be saying "hi" a few hundred times a day . . . each time you pass them. And you will also find that discipline comes easier when a child likes you and wants to please you.

About discipline . . . it's never a pleasant task, but a couple of thoughts might make the job easier. You can avoid some arguments by getting to fact and proof. Don't sit and listen to "He did it!" and "I did not," ad infinitum. There are ways of handling this. One of our favorites is to let the youngsters sit in the office until they come to some agreement or offer to call the parents to help settle the thing. These "cooling off" periods are quite successful. Sometimes, too, they will help you to become more objective.

It always helps if the principal's feelings on discipline and punishment are known to the students as well as to the teachers. And if you do set rules, stick to them as closely as possible.

When a child promises to do better after you confer with him, check up on him later. If he has done better, he'll want you to know. If he hasn't, you'd better know; you still have the problem.

Sometimes in dealing with stu-

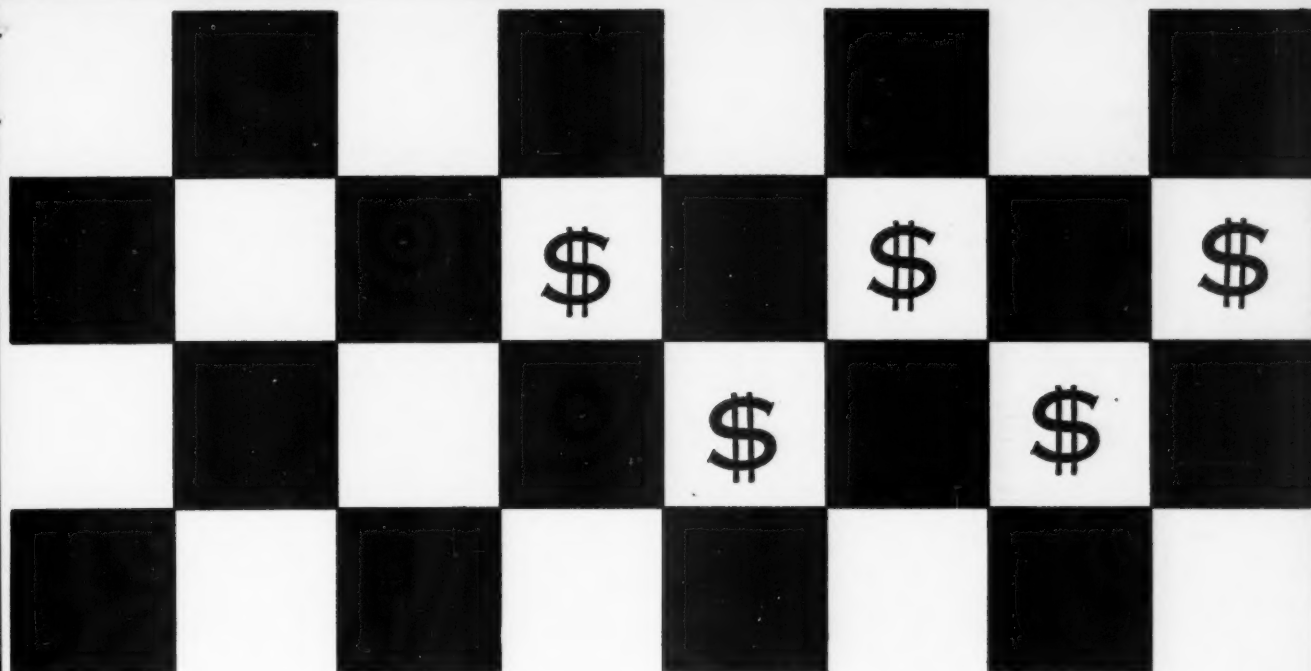
dents, innocent things can become magnified, cause difficulty and ruin reputations. For this reason you'd be wise never to discipline a child physically without a witness. Most schools require this now. Many, however, don't warn you that you should never be alone in a car with a child. If, for instance, you take a sick child home, start out with two "helpers." This means you have three going and two coming, which all adds up to witnesses. This is true particularly for men and could possibly hold true for women.

Maintain up-to-date and complete address and telephone number files on each child. Also know where parents work so that in any emergency you know where to call. Keep up cumulative files so that you have good case histories to refer to in conferences. Don't hesitate to make enough copies of anything important for filing. Check points of law on custody in separated homes and divorce cases. Check with the courts in questionable cases. Be sure you know who can see the child, with whom the child is to leave the school, and who has what privileges.

Your visits to the classroom can help you in your student relations. Don't just sit and take notes. Wander a bit, praise work on the bulletin board, look over a shoulder or two and comment to the children on the good things you see. Your teachers can help by calling to your attention things that merit praise.

Is being a principal a big, sometimes even a frightening job? Certainly, but you'll find, however, that the challenges are sort of fun. Just don't ever lose your sense of humor or your realization that it's the child who's important. You'll find that mud, pea-shooters, marbles, paper wads, yo-yos, slang expressions, snowballs, measles, bloody noses, parents' winter vacations, late attendance reports and unavailable substitutes will all pass sooner or later.

Remember, that little boys *will* act like little boys, and that little girls often act like little boys and/or little girls, and that teenagers aren't predictable at all. And this seems natural when you figure that they were made that way.



THE QUESTION OF FEDERAL SUPPORT

DISCUSSION OF THE issue of federal support for public education continues with intensity. The growing population load on the schools, the need for greater expenditures for everything connected with schools, the limitations of the local property tax and the objections of taxpayers to its further increase have helped to propel the idea of federal support as a permanent part of the financing of schools.

It has seemed timely to present the arguments for and against federal support as one way of assisting educators and citizens to weigh the merits of the proposal and hence to make up their minds. No special form of legislation is discussed.

We have asked Hollis P. Allen, of the Claremont, California, Graduate School and head of the task force studying education for the Hoover Commission, to present a brief history of the Federal Government's participation in the financing of schools. Then John R. Miles, director of education for the U. S. Chamber of Commerce, marshals the arguments *against* federal support. The arguments *for* federal support are presented by Max J. Rubin, a leading attorney of New York City. Brief rebuttals are presented by both authors on the arguments set forth in the main papers.

We are indebted to these gentlemen for their contributions. It is hoped that the facts and arguments set forth will help educators and laymen alike to clarify their own thinking and to form judgments as to what action is desirable and necessary.

THE HERITAGE OF FEDERAL INTEREST IN EDUCATION

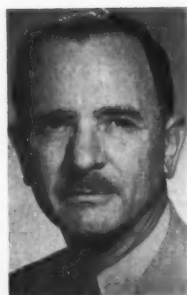


Discussions of the federal role in education often generate more heat than light. From these, one might be led to assume that there never has been a genuine federal concern for education; that any federal aid was flying in the face of tradition; that such evidence as we have indicates that federal school assistance is damaging or even catastrophic; that highly undesirable federal controls will always accompany any federal grants; or that national participation invariably has undermined state sovereignty. Those concerned with these discussions would do well to review our history of federal participation in education.

The Hoover Commission studies of 1948¹ estimated an incredible \$3.4 billion of federal moneys that year in educational programs. After the year had closed, this figure was found to be some \$200 million under actual expenditures! Ten years later the total had declined, but increases in many programs partially compensated for the marked decrease in the very large or educational benefits. As 1959 opened, these sums and programs were being markedly extended by "... substantial assistance in various forms to individuals, and to States and their subdivisions ..." under the National Defense Education Act of 1958.

Lest we assume that these substantial sums for scores of programs have been a direct *general* federal aid to education, we must realize that the last century has witnessed an increasing trend towards federal promotion and support of highly *specialized* programs in the schools and colleges

by **HOLLIS P. ALLEN**, professor of education, Claremont Graduate School, Claremont, California



¹ See: Allen, Hollis P., *The Federal Government and Education*, McGraw-Hill, 1950.

of the land. Most of the money has gone to promote special phases of the curriculum, special educational services, special geographical areas, special fields of research, schooling for special groups of individuals, support for special types of higher institutions, or to care for certain federally-incurred educational responsibilities. In spite of the "splintered" and piecemeal nature of these programs, the regular schools and colleges of the country, through which the large majority of the programs and funds have been channelled, have benefitted generally from the support. What grew originally, then, out of a special national interest in utilizing schools and colleges to achieve national purposes has proved of general assistance to these institutions. National and local educational interests often merge. What is good for one is usually good for the other.

We shall briefly review a few high points of this development. The promotion of federal specialized programs in education during the last century is in bold contrast to our earlier history, which dates back to pre-Constitution years under the Articles of Confederation.

1785: Lots #16 for Schools

The Ordinance of 1785, in specifying the manner in which western lands should be surveyed, stipulated that "there shall be reserved the lot number 16 of every township for the maintenance of public schools within said township." This was closely followed by the Ordinance of 1787, which stated that "religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

That same year Congress specified, in selling lands in Ohio, that Section 16 be reserved for schools, and that two complete townships be reserved for a state-administered college. As new territories and states were carved out of the west, most of them received generous grants of the national wealth of land on the basis established in these early years. By 1848, with the establishment of Oregon Territory, two sections were reserved for schools, and since 1896, new states have normally been granted four sections for this purpose. As Alaska becomes our 49th state, it brings with it over 100 million acres of public lands (4.5 times the area of Indiana) the revenues from which are dedicated wholly or partially to education. Over the years, many other federal lands, or revenues derived therefrom, have been set aside for the support of schools and colleges in the states. Exclusive of Alaska, almost 1/4-million square miles of public lands have been devoted to schools and colleges.

These earlier federal land grants or revenues derived from public lands—and the more recent

grants to new states which have followed this pattern—were for the *general* support of schools and colleges operated by states and localities. They constituted a magnificent national endowment for the realization of state-determined educational goals. National sovereignty had assisted in strengthening state sovereignty. Being general in nature, there was little or no federal requirement other than that these grants be used for schools and colleges. That some states dissipated this endowment does not gainsay a national interest in and support of state-controlled education. In our growing economy, who among us does not have better hindsight than foresight in matters of land value and disposition?

1862: Land-grant Colleges

The Morrill Act of 1862, in granting extensive added tracts of federal public lands for the establishment of state "land grant colleges," introduced new elements of mild federal control by specifying broad types of curricula and the class of students to be served. The institutions benefiting from the Act were to "... teach such branches of learning as are related to agriculture and mechanical arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

1887: Agricultural Experiment Stations

While there had been earlier money payments to states for general educational purposes, the first monetary special educational grant-in-aid was made in 1887 to encourage the establishment of agricultural experiment stations in connection with the land grant colleges. This was followed in 1890 by the "Second Morrill Act" which granted modest funds for "more complete endowment and maintenance of colleges for the benefit of agricultural and the mechanical arts..." Federal grants-in-aid to states which established agricultural extension services through their land grant colleges were started in 1914.

1917: Vocational Education

Prior to 1917, all federal educational grants had been for general schooling through the usual public schools or colleges, or for specialized types or services of higher education. The Smith-Hughes Act of that year altered this tradition by supporting a highly specialized curricular area of public secondary schools: vocational education. The grant was made available to those states which matched funds and developed approved plans in considerable detail. As with other programs, subsequent acts of Congress have continued and stabilized the vocational grant-in-aid. This was followed closely by the grant to encourage states to develop vocational

rehabilitation with emphasis on the re-education of the disabled.

1946: School Lunch

The national school lunch program, started as a depression project of the 1930's, became fully recognized and regularized by Congress in 1946 with both cash and commodity grants to states. Two unique features of this program were: its recognition of the fiscal need of states as a criterion in making the grant; and its specification that the Department of Agriculture could make the program available to private and parochial schools in states where such use of public funds was illegal. The latter has caused some "eyebrow raising" by those who cherish a strict interpretation of the traditional separation of church and state.

1940's: Federally-impacted Areas

During World War II and immediately thereafter, it came to the government's attention that federal defense and other projects often brought children to areas unable to care for their schooling. The federal responsibility for assisting these children was mirrored in the earlier Lanham Acts and more recently in Public Laws 815 and 874, which provide facilities and operating costs to local school districts. Other types of federally-dependent children have also been given greater consideration in recent years.

1958: National Defense Education Act

The National Defense Education Act of 1958 devotes an average of some \$200 million a year for four years to programs for which "The Congress reaffirms the principle and declares that the States and local communities have and must retain control over and primary responsibility for public education. The national interest requires, however, that the Federal Government give assistance to education for programs which are important to our defense." The projects include: loans to college students; improvement of instruction in science, mathematics and foreign languages; advanced-study fellowships; help in identifying and encouraging able students; development of area vocational education programs; and research and information activities.

In addition to these important continuing or current programs, many non-continuing federal activities were promoted through colleges and schools during the depression of the 1930's and the subsequent war period. Through the CCC, and to a partial extent through the NYA, the Federal Government set up its own educational institutions without use of state or local channels. The federal alphabet organizations (FERA, WPA etc.) of depression years prevented many schools and colleges from closing for lack of funds, built and repaired

school and college buildings, supported many types of classes, assisted educational research programs and undertook a host of other educational projects. Sometimes these programs were done through the states, sometimes in direct contact with schools and higher institutions, and occasionally by direct federal operation.

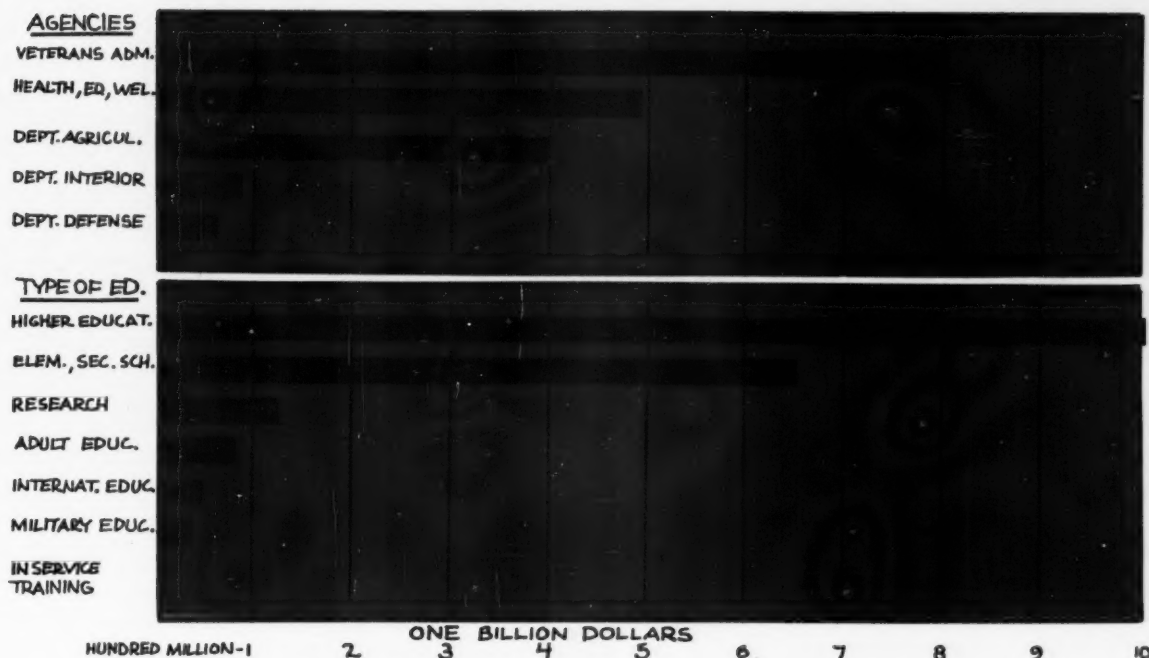
World War II found federally-supported programs in schools and higher institutions 1) training millions of workers for the defense industry, 2) educating a million and a half engineers, scientists and management specialists, 3) granting war loans to students in important fields of higher education and 4) using the schools and colleges of the country in many other essential research and military and civilian defense projects. The immediate post-war period found the Federal Government using our regular schools and colleges for extensive research, veterans education, pre- and in-service training of government personnel, and promotion of the international interest. In effect, the Federal Government discovered the regular schools and colleges of the country during these emergency periods. Education in the states could promote national interests to mutual advantage.

Latest Figure: \$2 Billion

This review has included only a few of the federally-supported educational programs. Suffice it to say that the latest available rather complete inventory² lists some 120 federal programs for education in 1957. These were spread through 20 departments or independent agencies of the government. They totalled slightly under \$2 billion that year. The largest amounts were administered by the Veterans Administration (\$813 million), Department of Health, Education and Welfare (\$491 million, of which \$184 million was in surplus property to schools and colleges and \$173 million to federally-affected areas), Department of Agriculture (\$399 million, of which the school lunch program took \$292 million—by far the largest program to reach elementary and secondary schools), Department of Interior (\$90 million, of which over half was for the education of Indians), and Department of Defense (\$69 million, the largest item being \$24 million to schools for dependent children overseas).

By type of education, in 1957 over \$1 billion was for higher education, \$658 million for elementary and secondary schools, \$133 million for research in educational institutions, \$87 million for various types of adult education, \$50 million for international education, \$34 million for education of the Merchant Marine and military personnel in defense, and \$3 million for in-service training of civilian personnel.

² From advance data sheets prepared by the U.S. Office of Education.



Nearly \$2 billion of federal money was spent on education in 1957. Chart shows its distribution both by type of federal agency and by type of education.

Non-fiscal activities have also been important. For instance, most state school systems had their beginnings under rather complete federal sponsorship while the state was still a territory. When Congress established the forerunner of the U.S. Office of Education in 1867, its functions centered around research, diffusion of information, and general promotion of the *cause* of education. This office, now in the Department of Health, Education and Welfare, has had its activities expanded by Congress from time to time. It administered its first grant to states in 1890 and since 1950 its role in this respect has increased markedly. In 1947, about one percent of federal educational moneys went to or through this office. By 1955, this percentage had increased to 15, and 1959 finds the Office of Education carrying major responsibility for the National Defense Education Act of 1958. Historically, the office has been a strong champion of state and local responsibility, leadership and initiative in educational matters. This discussion has deliberately omitted review of the Supreme Court as a federal influence on education in states because, in school cases before that body, the fact that the schools were involved was secondary to the basic issue of religious and civil rights.

History is barren and often relatively meaningless unless viewed against the socio-cultural, political and economic factors of the times. It is not our purpose here to dwell on these at length. It should be mentioned, however, that when Section 16 was

first dedicated to public schools, schooling was limited largely to the gentry and was under private auspices. The wealth of the country was in its lands, not its treasury. Tax systems were relatively impotent. Without general schooling, the new experiment in representative government could become a farce. Again in 1860, higher education was a highly formalized classical curriculum for the select few, unrelated to the growing scientific, industrial and agricultural needs of the country. What local initiative failed to do in making adaptations to these new needs, the Federal Government did by encouraging the land grant colleges. Similarly, after the turn of the century our secondary schools were rapidly changing from institutions for the college-bound few—an intellectual and social elite—to schools for all American youth. And this was at a time when industry and agriculture called for the replacement of raw muscle with trained skill and know-how. Local lethargy in meeting these needs was partially overcome by federal prodding in the vocational program of 1917. Space precludes a review of background factors of other federal programs such as the CCC or the National Defense Education Act of 1958.

It is apparent that we have had extensive federal participation in education throughout our history. It appears that this will continue. We need more leaders versed in the history of these activities who can draw lessons from our past to assist in directing our future.

SOLVING SCHOOL PROBLEMS BY FEDERAL FINANCING IS THE "EASY WAY" MYTH



Most Americans agree that public education should continue to be defined, directed and supported by the states and their communities. Even studies made by the Federal Government, such as that of the Commission on Intergovernmental Relations and of the recent President's Science Advisory Committee, recognize, as the latter report stated, that "the people of each local community shall, to a large degree, be autonomous in the decisions they make about the education of their own children."

The constitutions and statutes of the states have so placed responsibility for public education. Education was to be, and is, an expression of the people's faith in an ability to work out their own future, as they see it, from varying socio-economic perspectives, in New England, in the South, in the Midwestern river valleys, or the Plain States or the Far West. Our educational institutions, then, have become an expression of a common faith in our nation's future, as seen in diverse cultures that have come together to make up a free and enterprising society under representative government.

There are, of course, some American leaders who cannot wait for regional and community leadership and competition to evolve more perfect school systems. Such men would have the Federal Government take over the direction of our educational institutions and prescribe the "best" methods by which we may develop needed manpower, including the school personnel necessary to such achievement. Such centralized control of education finds advocates as radically different from one another as Congressman Adam Clayton Powell and Admiral Hyman G. Rickover. While these men represent highly vocal minorities, the majority still believes that the diversity in organization and the experimental approach found in and within our state school systems is essential to the perpetuation of a free society.



by **JOHN R. MILES**, manager,
education department,
Chamber of Commerce of
the United States

This majority believes that the Federal Government's interest in education should be limited to informing and encouraging state and local school systems to fulfill their functions, as the local citizenry sees those functions, with more efficiency. It was for this purpose that the U. S. Office of Education was established.

In fact, the Federal Government has continuously encouraged state and local foresight on the importance and the functions of education. The Ordinance of 1785 exerted major pressure in this direction, but was, in no sense, a warrant for federal direction of schools or colleges. Undoubtedly, the Federal Government influenced the statements on education placed in state constitutions as the territories accepted statehood in the Union during the 19th century. Likewise, there was national pressure for statutes relative to compulsory public education and the limitations on child labor in the states.

Let us also recognize the importance of national stimulation to foresee the potential rise in productivity on the farm or in the factory through the application of increasing knowledge in agricultural and industrial pursuits. We did, indeed, develop the leadership for the greater abundance of the 20th century through broadening the function of secondary and higher education to include not only agricultural and mechanics arts (in the states' land-grant colleges) but the many other skills and applications of knowledge required in an increasingly complex socio-economic scene.

But, the Federal Government did not take from the people the responsibility for their own development; instead it encouraged them to take responsibility for their own potential future. This they have done. The broad, new functions of education envisioned in the Morrill Acts were understood and accepted by the people to a point that the federal stimulus in dollars is now only a fraction of one percent of the budgets of these so-called land-grant institutions. Parenthetically, it should be noted that, even here, it seems impossible for Congress to recognize that its appropriations are no longer necessary to the financing of these institutions.

Vocational education was much the same in its development in the states. The present Administration's attempt, even with the concurrence of the governors of the states and the top federal officials involved, has had little influence on the Congress in returning the responsibility for this function of education to the states.

Regardless of the lack of justification for continuing to think of these as federal programs, it should be noted that the assistance was originally intended to be and treated as "temporary" by the states—not a permanent federal responsibility or a beginning for anything that might become a centralized "national" system in education.

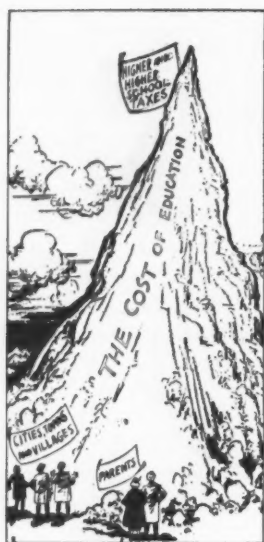
It is even more obvious that the emergency programs introduced in the 1930's for the primary purpose of reducing unemployment were, in no sense, intended to encourage any permanent or large-scale usurpation of the educational function by the Federal Government. It is true that these temporary programs have become almost permanent, as in the school lunch program or in the subsidies to so-called federally-impacted areas originating during the war years (and consolidated in P.L. 815 and P.L. 874—81 Congress).

The continuation of these programs should not obscure the fact that most school systems could and would maintain adequate school lunch programs without federal subsidies or surplus foods. Many school districts presently "entitled" to aid under P.L. 874 are no more overburdened than the majority of suburban areas where similar enrollment increases are related to activities of the Federal Government.

Any one familiar with the operation of the several "stimulation" or "emergency" federal programs in education knows that they provide no precedent for the Federal Government to take permanent responsibility for general public education. Familiarity with the administration of these programs also provides clear-cut evidence that federal assistance has not been and should not be given to the states without planning to account for and, hence, help to direct the operation of the programs. Good government, generally—and in school programs, particularly—is responsible for accomplishing the purposes of whatever legislation it implements. Therefore, federal aid without federal control is a contradiction in terms. As the late Senator Taft often stated: "Federal aid means federal control or federal waste, there is no middle ground."

Disregarding such philosophical and historical precedent, the National Education Association and the AFL-CIO have recently sponsored and pressed for passage of legislation which would make general education a permanent responsibility of the Federal Government. Their proposals, embodied in the Murray-Metcalf bills now before Congress, assert neither that an emergency exists requiring federal assistance nor that some new function of education should be stimulated in state school systems. On the contrary, this legislation assumes that the normal and long-accepted functions of state and local educational systems, namely, the provision of buildings and the payment of teachers, has become a federal responsibility because the states and communities can no longer finance them.

While this bill was paired down in the House Education Committee hearings to a 4-year program of "only \$1 billion per year," it is clear from the bill's introductory paragraphs, as well as from the viewpoints expressed by its advocates, that they



"Another summit."



"Carrying her books."

wish to establish the principle of permanent federal responsibility.

If this bill is sold to the Congress and to the American people as a "temporary" measure, it will be a gigantic hoax, for no subsequent Congress will seriously consider the discontinuance of the per-pupil grants proposed for teacher salaries and school construction.

Congress may find the same difficulty in terminating the several programs of the National Defense Education Act at the times stated in that Act, even though these programs were said to be a "temporary" federal response to a "defense emergency" at their passage last year.

The issue now before us, then, is whether the Federal Government should assume permanent responsibility for building and operating public schools. While educational associations were once revolted by the idea of having members of their profession become employees of the Federal Government, they now appear ready to take the gamble.

The business community and many other lay groups, who supply the economic support and employ most of the products of public education, will not accept this fundamental change in American education. They have seen the states and their communities gradually increase the enrollment in our schools to include virtually all children between the ages of 6 and 15, and 80 percent of those aged 16 and 17. They have seen college enrollments increase from a very small proportion of our youth to over one third of the college-age population.

They have seen the breadth of opportunity in our schools expanded, and the quality and compensation of teachers raised most markedly in the last decade. In spite of all its diversities and variations,

businessmen believe that the American approach to education is preferable to that in other nations which are centrally financed and directed. They are convinced that passage of HR 22, or bills like it, would be a precedent-making step in the direction of centralization.

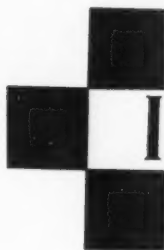
This step is as unnecessary as it is undesirable. Without it, the support of American education has been tripled from some \$6½ billion to over \$20 billion in the last decade. This indicates that there is leadership in our states and communities adequate to the task of a further "doubling" of our investment in education in the next decade, if necessary. Yet advocates of federal aid use this as justification for transferring responsibility for support of schools to the Federal Government.

While state and local taxes are already high in many places, it is most misleading of NEA spokesmen to cite federal assistance as an alternative to higher taxes. Additional funds for education can't be raised without increased taxation. Federal dollars must be raised by taxation just as are state and local school dollars. The taxing powers of the states are no different and no less effective than those of the Federal Government. On the contrary, in recent decades, federal revenue-raising capacity has failed to provide for authorized expenditures in five out of every six years. It has thus caused the national debt to rise to the point where federal interest payments alone are now double the highest federal budget of the depression 30's. The illusion that we can maintain adequate schools without further taxation and sacrifice, merely by resorting to the use of some "other" federal taxpayer's money, is deliberate misrepresentation.

This "easy" way myth of solving the problems of a growing and complex society through federal finance unfortunately obscures the urgency of the need for greater efficiency and purposefulness in our institutions, both in their organization and operation. Compared with our investment in other social institutions or even in our economic expansion, the increase in investment in education tops the list for the last decade. There has been a greater flow of college graduates into education and a sharper rise in the capital investment for schools than in other areas of health and welfare. Education has been getting an increasing proportion of our dollars and our working population. It will continue to do so, if the people's faith and interest in education continues to be strong and personal.

The Federal Government will do real disservice to America's future if it tempts people to doubt their faith in, their ability to provide for, and their right to determine, the education for their children. HR 22, if enacted, would crystallize and spread such doubt. The defeat of this bill would be a vote of confidence in the ability of free men to work out their best future—without federal direction.

ONLY FEDERAL SUPPORT CAN GUARANTEE A DESIRABLE FOUNDATION PROGRAM FOR ALL



In considering whether or not there should be federal support for education we must first examine those positive, affirmative reasons which demonstrate the responsibility of the Federal Government to furnish such support. If there are such positive reasons, we must then examine the arguments that are made to excuse the Federal Government from this participation. If the latter arguments are sufficiently potent then, of course, there is no right to call upon the Federal Government to support education in this country. But if they are not, then all who recognize the crucial importance to our nation of adequate education must be prepared to do all in their power to achieve the break-through to federal support.

Parenthetically, perhaps it has been unfortunate that the problem has too often been couched in terms of "federal aid." It may be that this implies helping the poor and unfortunate—perhaps it intimates that in participating in the costs of education the Federal Government is being charitable. Support implies a responsibility. It affirms that the Federal Government is part of a governmental trinity—local, state and national—each contributing to the education of the citizenry and each benefiting from that enterprise.

The issue is a fundamental one and it must be considered in fundamental terms.

The first question is whether or not education is a matter of national concern, as distinguished from local or state concern. The question is whether this nation, as a nation, has a legitimate stake in the education of its children and future citizens. If it has such a stake, then it has an equivalent responsibility which it dare not shirk unless, as stated, there are overwhelming reasons why the Federal Gov-

by **MAX J. RUBIN**, partner in the New York law firm, Rubin, Baum & Levin, and president of the New York State Citizens Committee for the Public Schools (The views expressed here are Mr. Rubin's own and do not necessarily represent those of the NYSCCPS)





William Sanders In the Greensboro Daily News

"Return Of The Native."

ernment in this, of all responsibilities, should default.

It will therefore be the burden of this discussion to point out the vital stake that our country, as a nation, has in the adequate education of its children and citizens. We will then consider the merit of the arguments that have heretofore been advanced against the assumption of responsibility by the Federal Government.

The challenge to the democratic world is on three fronts: (a) the scientific and military front; (b) the economic or production front; (c) the political or ideological front.

Our ability to meet this challenge successfully will depend upon the quality of education with which we equip our citizens. We will face problems far more difficult and complex than any we have known. To do this, we can no longer afford the neglect of education.

(a) The military and scientific advancement necessary for our national security is dependent upon our educational system. The armed forces are now the country's largest consumers of skilled manpower, both directly and indirectly. Modern military requirements demand trained manpower. Can we argue that security and defense are not the concern of the Federal Government?

(b) Recent studies by the U. S. Bureau of Labor Statistics indicate definite changes in the composition of occupational distributions. In 1900, 50 percent of the population was employed in farming or unskilled labor. Today, only 18 percent fall into these two groups. It is estimated that by 1975 less than 10 percent of our population will be utilized for these jobs. A vast untrained portion of the population needing employment cannot be accommodated by our society in the near future. Our task

is to send our young people into the labor market prepared for the opportunities they will find. Soon, young people with only their energy to sell will find no market. Opponents of federal support for education would have us believe that this is of no concern to the Federal Government.

(c) Public education is our most important weapon in ideological warfare. The cold war with Communism is first and foremost a battle of brains. According to the Rockefeller Brothers Fund Report, "We have become more conscious of the strategic importance of education in our society." The need for better education of our people was not created by the cold war, but it was dramatically focused by it. Concepts which we as a people have traditionally simply taken for granted are now being challenged on an ideological basis. To meet this challenge, our people must be educated in the great values that are meant by phrases like "civil liberties." In the great competition of social ideas and political ideals, our people must be so educated in the proud history of our country, so confident of the historic rightness of our way of life, that they can go forward with confidence and courage to all the other peoples of the world.

The classic argument against federal support, of course, is that public education is a state and local responsibility. The point may be quickly conceded, for it in no way justifies the default of federal support.

The great reason for local control of education is the proper conviction that education is so crucially important to each human being, and to the nation of which the human being is a part, that better results can be obtained if it is managed on a local basis rather than from some remote, far-away capitol. But what we are considering here is really the mechanics of a governmental function. Practically and mechanically, we are convinced that local control of education has values that would be dissipated if federal control were substituted.

But federal support, demanded because of a federal interest and stake, does not require federal control.

Time and again it has been demonstrated that the Federal Government has actually been supporting public education since 1785 in a variety of ways (see article by Allen). It cannot be successfully argued that this American tradition of federal support has resulted in federal control.

The fear is expressed, however, that if there be an expansion of federal support we, as a democratic nation, will find ourselves politically unable to prevent federal control. The argument infers that we as a people are so politically immature that we will not be able to provide the machinery for federal support without helplessly finding ourselves voting for federal control. Yet every measure that

has been proposed for federal support of education has had built-in safeguards against federal control.

The great factor in our political life has always been that of degree. When it was first suggested that an equitable form of taxation is to call upon people to defray the expenses of government in proportion to their income rather than on the basis of the benefits that each might derive, there were those who proclaimed that this was a step toward communism. Today, we take this form of taxation for granted and do not fear that it is leading us into a communist state. When minimum-wage laws, old-age benefits, and other provisions for the welfare of people were proposed, the cry was made that they were successive steps to communism.

The next argument against federal support is that there is no need for it—that the states and localities have the financial capacity to supply first-rate education. The Federal Government now pre-empts 70 to 80 percent of all tax revenue. The hard fiscal facts of life must be recognized. The impact of federal taxes is felt in all communities, rich and poor. Those least able to provide an adequate program of education find that once the Federal Government has levied its taxes, there is little tax leeway left.

It is true that bringing the Federal Government into the fiscal picture will not, of itself, increase the taxable resources of the nation. However, the tax-collecting machinery of the Federal Government, by virtue of its greater efficiency and collection ability, would make a more workable solution to the financial support of schools. No state alone can match the resources of the Internal Revenue Service.

In addition, the federal tax system is not restricted by interstate competition. Many communities and states limit themselves in the amount of taxes they raise for fear of losing industry and upper-income families to other states and localities. The Federal Government, covering all 50 states, is not concerned by this limitation which looms so large to the individual states.

Economists have pointed to the vast differences in ability of the states to support education. For a number of years, studies have shown the range of financial support on every conceivable scale of comparisons—per pupil, per classroom, per capita, per assessed valuation. They have all drawn one significant conclusion: there is a basic inequality in the support of education, and in the ability to support education, among and within the states. A study by Norton and Lawler showed that the best supported school systems in the United States spent 60 times as much per pupil as did the least adequately supported. Yet we boast of equality of opportunity.

A recent survey of expenditures for education was made by the U. S. Office of Education. Among

all the school districts in the U. S., the range was from \$7 per pupil to \$440 per pupil. It would be a strain on the imagination to visualize this as equal opportunity. In many of the inadequately supported regions, there is not enough taxable wealth to provide a minimum educational program regardless of local and state effort. Certainly the Federal Government has an interest here. Regardless of which state happens to be their birthplace, all children are U. S. citizens. The wealth and future of our country will depend on how well these citizens fulfill their responsibilities.

The products of poor education have increasingly become a problem for the entire nation. Last year one fifth of the population changed its address. Census figures indicate that five million people move across state lines annually. Thus, even the states which provide the best educational opportunities are experiencing the effects of substandard education. Federal support which guarantees a desirable foundation program for all is vital for the general welfare of the nation.

Too often it has been argued that the demand for federal support is only the clamor of a few impractical, visionary educators. This is not true. Federal support is the desire of the great majority, according to separate national polls conducted by *LIFE*, Gallop and Roper, to mention three.

The fundamental issue is: Do we want this crucial public service adequately financed or not? It has not been adequately financed in the past, and it is not being adequately financed now. As the load and demands made on public schools increase, our present level of support from local and state sources will become less and less equal to the task. Only federal support can provide the additional financial resources that education will require.



Hutton In The Philadelphia Inquirer

"Growing pains."



Cal Alley In The Commercial Appeal

"This one is no hoax."

MILES

Max Rubin's summary of arguments for federal intervention in education repeats the paternalistic views that have been advanced for 40 years to justify the transfer of responsibility for American education to the Federal Government.

Everyone, I am sure, can agree with him about the three "challenges" to the democratic world which have intensified our need and desire to better develop American manpower to meet diverse vocational and civic responsibilities. Mr. Rubin asserts that these challenges can only and best be met by transferring the responsibility for financing education to the Federal Government, but he gives no operational meaning or justification. In fact, Mr. Rubin spends the remainder of his time, not in identifying the federal solutions he advocates—or even suggesting what such federal programs might produce—but by backing into the inference that federal support would solve the many problems facing us in education by attempting to discount the arguments against it.

He conveniently ignores facts about the operation

THE REBUTTALS

Mr. Miles skillfully presents his argument with seeming syllogistic simplicity—(1) public education should remain subject to local and state control, (2) federal support necessarily means federal control, (3) therefore, federal support should be rejected.

We agree that public education should remain subject to local and state control. We deny that federal financial support means federal control. We therefore deny that there is any valid reason for rejecting federal support.

The unalterable historical fact is that since 1785, Congress has passed many acts and has appropriated many, many millions of dollars for the purpose of furthering public education in the United States. Literally hundreds of federal acts could be cited.

After reviewing this record of recognition of federal concern, no one can seriously suggest that federal control has resulted or has even been attempted. There is no reason in history or in logic why there cannot be federal support with control continuing at the local and state level. To argue otherwise not only ignores history but it further reflects the fatalistic belief that the people of our

RUBIN

of existing federal programs in education which deny his thesis—and this record should be set straight.

The Federal Government has, indeed, influenced the direction of American education. The administration of existing programs has repeatedly demonstrated that the direction of the course of education is the prerogative of that level of government which finances educational institutions. This is no more than saying that good government, at all levels, accepts responsibility for the consequences of its programs. It must evaluate, guide and direct such programs in order to account to the people (whose taxes pay the bill) for achieving the purposes of the program.

The whole course of higher education was changed in this country by the establishment of the land-grant colleges. Similarly, the curricular experiences and the organization of our secondary schools were changed markedly by the Vocational Education Acts.

And—let me repeat—the administrators of these

programs at the federal and state levels were given authority to supervise these changes when the Morrill and the Vocational Acts were passed.

This is true also of the recent National Defense Education Act which authorizes a dozen or more changes which the Congress decided to impress on the school systems of this nation. Those states and communities which accept such aid must also accept the decision of the Congress that there should be greater emphasis on science, mathematics, foreign languages, testing and guidance, graduate and vocational education. Note that Congress thus directs the use not only of federal funds but of the matching local and state funds required.

We have seen in both the NDEA and in the earlier vocational programs reluctance in many communities, and refusal in a few, to give up local decision-making power about the type of education which a local community needs. But, here again, the only means of retaining local control and direction is by refusing the federal funds.

Whether accepted or rejected, there is no federal

country and their elected representatives are too immature to run a democratic society in accordance with their determined wishes.

Once we accept the proposition that the people are capable of providing for federal support, while leaving control in the hands of the local communities and the states, the entire case which Mr. Miles has presented collapses.

Senator Taft is quoted in support of the argument that "federal aid without federal control is a contradiction in terms." This is interesting authority. For, after Senator Taft had made a careful study of the needs and problems of public education in the United States and the so-called dangers of federal support, he became the leading sponsor of legislation which would have put a foundation of financial support under the schooling of every child in the United States.

Mr. Miles cites Admiral Rickover and Congressman Powell as representing a vocal minority who favor federal aid plus federal control. This viewpoint does not represent the overwhelming majority of those who favor federal support.

Throughout his argument, Mr. Miles equates federal "responsibility" with federal "control" and

implies that a recognition of federal "responsibility" means an abandonment of responsibility for public education by the local community and by the individual state. Federal support, however, should be only supplementary to the basic responsibility which rests upon the local communities and upon the individual states. Therefore, when the term "federal responsibility" is used, it must be recognized as meaning, not the sole or even major responsibility for providing public education, but, merely, the recognition of a federal financial responsibility without any shifting of control. A reading of Mr. Miles' argument, with this clarification, will demonstrate that an unwarranted conclusion has been reached because it has been built upon an improper hypothesis.

There is no justification for the implied threat that if there were provision for federal support, teachers and school people would become employees of the national government. The professors in the A. and M. colleges are not employees of the Federal Government just because there are annual federal appropriations made to these institutions of higher learning.

Miles' statement that "the taxing powers of the

program in education which does not lead one to conclude that federal accountability and supervision are inherent in federal aid.

The "fundamental issue" then is not "the adequate financing of education," as Mr. Rubin states, but the content, methodology and organization of education, and who shall decide them. Will the expansion and improvement of our school systems be planned and directed by state and community authorities? Not if the decisions are made—and financed—by Congress. Most of Mr. Rubin's arguments are merely window-dressing of this fundamental issue.

The touted "tax-collecting machinery" of the Federal Government has been inadequate to the task of raising revenues to meet current budgets in 25 of the last 30 years, and has brought the biggest of all peacetime deficits in the current year of approximately \$13 billion, thus forcing further raising of the national debt limit. All new federal programs will mean more deficit financing and inflationary pressure—unless federal taxes are in-

creased or the budgets of existing programs are cut. In fact, higher federal taxes and/or budget cutting are the only means to a balanced budget in 1960-61, even if no new federal programs are started.

No community ever need "fear losing industry" because of the "taxes it raises" for maintaining good schools. On the contrary, business is looking for communities in which to expand. One of its primary criteria is the adequacy of schools for which it is willing to pay its fair share. This includes the desirability of a "foundation program" which the states are far more capable of developing than is the Federal Government—and which most states already have established.

Business organizations will join Mr. Rubin in "recognizing the crucial importance to our nation of adequate education," but will continue to insist that the means taken to provide appropriate education define the ends actually achieved—and the "massive" federal means, we are convinced, would bring consequences that no American wants.

REBUTTALS MILES RUBIN

states are no different and no less effective than those of the Federal Government" is well rebutted in the Rockefeller Brothers Fund Report *The Pursuit of Excellence* (pp. 34, 35): "In the past, Americans have preferred to accomplish the financing of public education, like the financing of most non-defense public facilities and services, at the state and local level. But state and local tax systems are in some respects archaic and it is very difficult to keep the revenues from this source growing in step with the economy or with the growing demand for governmental services which an expanding economy creates."

The suggestion that provision for federal support would tempt the American people to lose faith in their ability to determine the education of their children is quite extraordinary. The Federal Government is not a thing apart—it is elected by and representative of the American people. When this Federal Government acknowledges its responsibility to contribute to public education, it does so on behalf of the entire people. There is no more justification for the argument that this would cause self-doubt among our people than there is for the suggestion that this recognition of national concern

and national responsibility would be un-American or do violence to American tradition.

When we are done with the semantics, when we have separated pretexts from reasons, when we refuse to be frightened by such words as "hoax" and "usurpation of responsibility," certain fundamental facts stand out. The demands upon education are so much greater today than ever before that the gap between educational needs and educational offerings is greater than before. This being the case the national concern should be self-evident.

The only question that remains is whether this national concern should be shrugged off or ignored because of invalid fears that if this particular national responsibility were adequately met, it would produce centralized education.

Let us not fear that such discharge of responsibility by the Federal Government will destroy American values or traditions or ideals. On the contrary, those values and ideals are in danger only if we fail to provide for the adequate education of our children. The future can be protected by providing adequate federal financial support for public education.

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Let's make administrator certification meaningful

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RECENT YEARS of intensive research into the functions of administration have demonstrated the need for change in administrator certification practices. The administrator today needs new skills, knowledges and attitudes to fit his new role.

A study of present certification requirements, as published in state education department bulletins, reveals great diversity among the states. The following patterns, however, emerge:

1. In 11 states, the certificate issued to superintendents is valid also for secondary and elementary principalships. In six of these states, a single administrator's credential is used for all administrative positions. Six states issue a principal's certificate which is valid for elementary and secondary school administration, but not for the superintendency.

2. The typical certificate requires the passing of a specified number of semester hours in professional courses, without reference to the ability to perform adequately unless "satisfactory experience" can be said to guarantee such skill.

Dr. Hurlburt is professor of education at Duke University, Durham, North Carolina.

As many as 17 areas of study are recommended by five or more states. If one were to take only one 3-hour course in each of these areas, one would amass 51 semester hours of credit. This is enough to put an administrator well on his way to two masters' degrees.

As one might expect, courses in administration, supervision and curriculum head the list of required or recommended courses for all three certificates. With few exceptions, the states require a specified number of semester hours to be taken in courses such as administration or curriculum.

Ten states require superintendents holding standard certificates to have 30 semester hours or more in recommended areas or courses, and 21 other states require 12-18 hours. For principals, the typical requirement is 12-18 hours. This amount is recommended for secondary principals in 30 states and for elementary principals in 22 states. For both secondary and elementary principals, 10 states specify more than 18 hours, and eight states less than 12 hours.

3. A preponderance of states require a master's degree for a standard certificate.

4. The superintendent is required to have administrative experience in

by ALLAN S. HURLBURT

order to qualify for a standard certificate in 15 states. Some of these states require both teaching and administrative experience. Experience is required in 26 additional states, but it may be either administrative or teaching experience.

Only six states require the secondary principal with a standard certificate to have had administrative experience. Five states require administrative experience for the elementary principal's standard certificate, but 36 and 34 additional states, respectively, require that secondary and elementary principals have either teaching or administrative experience before they will grant them the standard certificate. Three years of experience is the typical requirement for principals, but for superintendents the most frequent requirement is three to five years. Five years of experience is required in 11 states and three years in nine states.

5. Superintendents are required to have either courses or experience in both elementary and secondary education in 20 states, but only five of these states hold principals to this requirement. The typical requirement, where there is one, is that candidates have courses in both elementary and secondary administration; less frequently are courses in curriculum or supervision required.

Of particular interest is Washington's requirement that prospective administrators have laboratory or internship experience at the secondary level if their experience has been elementary, and vice versa. Maine requires superintendents to pass examinations in both elementary and secondary education. Illinois and Montana require 10-12 hours in secondary education if the teaching certificate or experience was elementary, and vice versa.

Needed changes in certification

Let us examine the following requirements:

1. The single certificate

A single certificate would appear to be sound.

The assumption that a single certificate should qualify all school administrators to practice their profes-

sion is not based upon the belief that the duties of the superintendent, principal and elementary school principal are the same, but upon the recognition that the three positions require the same underlying kinds of competency. Let us illustrate this in the area of transportation.

In North Carolina, as in many states, the responsibility for coordinating and supervising pupil transportation falls upon the superintendent, but many of the details of pupil assignment, routing, loading and safety are undertaken by the principals. Efficiency requires that principals understand the total program of pupil transportation and their roles in it. A similar case could be made for the selection and assignment of teachers, the purchase of instructional materials, and each of the other important responsibilities of school administrators.

Even in the areas of finance and buildings—particularly heavy responsibilities of superintendents today—basic competence is needed by principals if the administrative team is to function effectively. The six states which issue a single administrative credential would at least appear to subscribe to this idea.

In 1956, a committee in North Carolina set out to draft separate proposals for new certificates for principals and superintendents, proposals which would, as far as possible, guarantee that the administrators who qualified for new certificates would have attained a certain "competency pattern." After weighing the requirements of both types of position, the committee found no area of competence needed by superintendents which was not needed by principals, or vice versa, so the committee drew up a proposal for a single certificate to be awarded to all qualifying administrators without reference to position.

2. Knowledge versus competence

The administrator needs both knowledge and skill.

Professional knowledge, important though it is, is not a sufficient basis for awarding an administrator's certificate. Knowledge in the field of educational administration without

the skill to apply it is of doubtful value to the practitioner; yet knowledge is the basis of skill in administering any program.

This conclusion was reached long ago in the field of teacher preparation. Student teaching is a crucial part of most, if not all, teacher preparation programs today. Potential administrators, also, need some opportunity for developing administrative skills under expert supervision. Unless the administrator can be observed in action and his skills assessed by persons qualified to judge them, there is little basis for assuming his competence.

Identical experiences are not needed by all candidates for administrative certificates, however. Candidates bring into preparation programs varying kinds and degrees of both knowledge and skill.

An administrative candidate's need for specific experiences must logically be determined by those who are responsible for his preparation. If the candidate comes into the preparation program with an adequate knowledge of school organization, for example, it is sheer folly to require him to take a course in it. Perhaps, instead, he has real need for some knowledge of school law or finance. It is a major responsibility of the training institution, therefore, to assess his knowledge before setting up his program. The requirement of a range of hours in broad areas rather than in specific courses permits this flexibility. Several states have moved in this direction. A similar inventory is, of course, necessary before internship or other field experiences can be planned wisely with the student.

Only after having made such careful studies of candidates' backgrounds, and then planned programs of preparation to meet their needs, are those supervising the preparation programs in a position to certify as to the competence of their trainees.

Institutions do vary, however, in the variety and quality of their offerings and in the permanence of their faculties. For this reason, it would be unwise to turn certification over entirely to institutions. Since

the chief purposes of certification are to assure at least a minimum foundation, and to encourage candidates to acquire more than minimum knowledge and skills, certification must remain also a state responsibility. Centralization of this function at least permits examination and approval of institutional programs by the state agency, and encourages the development of desirable minimum statewide standards.

Perhaps the state can best discharge its function in accreditation by requiring a range of semester hours within broad areas, and by accepting the recommendation of the training institution regarding the candidate's competence within these areas. This is a modification of the requirement that institutions recommend their candidates, already in practice in some states. It would seem to be much stronger than certification by courses, which permits the accrual of the required number of hours by course titles without insuring a carefully planned pattern of preparation as free as possible of useless duplication.

I would recommend, therefore, that directed practical experience under competent supervision become a vital part of preparing administrators, and that the state and the college or university share responsibility for certification.

3. The master's degree

The requirement of a master's degree or at least one year of graduate work is certainly not excessive for those who carry the serious professional responsibilities of school administrators. If anything, more is needed.

Many educators are concerned lest professional programs ignore the value of graduate study in other fields. Even a single year of graduate preparation for administration should include study in related fields. Courses in economics, political science, sociology and business administration would appear to be of value to administrators, but it would be difficult to rule out any field of study on the basis of value. An advanced level of certificate, based upon a doctor's degree or even two years of

RECOMMENDATIONS FOR MEANINGFUL CERTIFICATION

1. A single credential should certify that the holder is qualified to administer schools.

2. Directed practical experience under competent supervision should become a part of preparing administrators. The state and the college or university should have joint responsibility for certification.

3. The master's degree should be considered a minimum requirement. Graduate study should be pursued in fields other than those which are strictly professional. A higher level of certificate, without reference to position, should indicate preparation beyond minimum adequacy.

4. Three years of teaching experience should be considered a minimum requirement.

graduate work, would offer even more latitude for intensive work in other academic areas.

If certification is a guarantee of competence, there is probably little justification for more than one grade or level of certificate whether one adopts a single administrator's certificate or separate certificates for superintendents and principals. A standard credential should certify that its holder is fully qualified to administer a school. In states which tie salary schedules to certificates, however, a second level of certificate, based upon additional graduate study and appropriate laboratory experience, may offer real incentive for professional improvement.

I would recommend, therefore, that the master's degree be considered a minimum requirement; that graduate study be pursued in fields other than those which are strictly professional; and that a higher level of certificate, without reference to position, should indicate preparation beyond minimum adequacy.

4. Experience

Three years of teaching experience, supplemented by selected laboratory experience, should acquaint the candidate with most administrative routines. Few superintendents will be hired who have not had administrative experience, so issuing a

separate certificate based upon administrative experience seems unwarranted.

5. The educational continuum

Of greater significance may be the requirement that all administrators understand both elementary and secondary education. Common sense dictates this, for how else does one orient intelligently the program for which one is responsible?

On the whole, the most obvious shortcoming of present certification requirements seems to be their dependence upon *quantity* of knowledge and experience as a guarantee of competence without adequate concern for the *quality* of preparation and experience and the soundness of educational beliefs. Today, with few exceptions, certificates can be obtained by accumulating specific course credits without reference to competency. Often such credits can be acquired in several institutions, even in several states, and without a planned pattern of preparation. Needless duplication in course content is a by-product of such a system.

A flexible preparation program builds upon competency already attained and meets individual needs, not in knowledge alone, but in skills and underlying beliefs. The typical course structure today is inadequate to achieve these needed skills.

Unified Arts in an Elementary School

by MARY McMULLAN



IN THE BELIEF that children need to understand the aesthetic values that underlie all the arts, the Oak Park Elementary Schools have planned a unified arts program. It includes related experiences in industrial arts, home arts, and arts and crafts, through a uniting of teaching processes. The teachers have an opportunity to teach the relationship of design principles in furniture to clothing and poster layout, for instance. Although the skills needed to carve a wooden object are different from the skills involved in machine sewing, results are judged in the same manner. Sensitivity to the aesthetic values of form and color can be developed as one selects colors and fabrics for a skirt, or molds clay into a pleasing shape, or arranges type for a poster, or sketches a design for a wooden box. This sensitivity grows and develops as one is exposed to new stimuli calling for solutions which bring deeper insights and lead to increasingly better choices. During their formative years children must be exposed to a variety of activities planned to develop an aesthetic awareness.

Our unified approach to the arts also eliminates unnecessary repetition, and even conflicting methods of teachings. For example, in other

Miss McMullan is consultant of unified arts with the Oak Park, Illinois, Elementary Schools.

schools leather-work, ceramics and decorative metal work are often taught differently to the same students. By unified planning and instruction, both aesthetic values and manual skills may be achieved in all activities.

The idea of unified arts in the school curriculum has a long history. In the last century and the beginning of this century the fine arts and industrial arts were considered synonymous. Then all craftsmen were artists and all artists were real craftsmen. During the early part of this century the Oak Park Elementary Schools had an allied arts program which coordinated the work of the home arts, arts and crafts and industrial arts teachers. Gradually the arts were divided into separate subjects—the arts and crafts teachers emphasized design and creativeness and the industrial arts and home arts teachers stressed skill in execution. In 1946 a survey of our schools, conducted by the University of Chicago, recommended a unified arts curriculum of home economics, fine arts, industrial arts and dramatics scheduled at the same hour, and made available to all pupils, boys and girls alike. On such advice we began planning our unified arts program.

The program required new physical facilities as well as a new approach to curriculum planning and the rescheduling of arts personnel.

In 1952 architectural plans for one of the schools, the first in a complete modernization program for all ten school buildings, were approved by the board of education. These plans called for a unified arts center equal to three classrooms, furnished and equipped for activities in arts and crafts, home arts, and industrial arts. The modernization of each building has included a similar plan for a unified arts center. Within the next two years this modernization program of all ten schools will be completed.

During this time a curriculum planning group searched for suitable study units based upon the belief that the unified arts should provide each child with an opportunity to participate in art activities which help enrich American family and community living. Their philosophy is reflected in the selection of such units as "improving the school environment," "contributing to the family group," "understanding and serving the school and community," and "making the most of myself."

The existing arts personnel were rescheduled so that an arts and crafts instructor and either a home arts or industrial arts instructor serve each center at the same time. The arts and crafts instructor remains full time in a center while the home arts and industrial arts instructors alternate between two school buildings on a 9-week block of time. The two in-



From woodcrafts to cooking, in the same classroom. Although the skills required are different, results are judged in the same manner. Aesthetic values and manual skills are combined in this program.

structors guide the children in the selection of activities related to the unit theme, making sure that all children have some experience in each field. The unit called "contributing to the family group," for example, might include children planning attractive color schemes for their rooms, making useful items such as ceramic pieces, wall hangings or book holders, making clothing for younger children in the family, or planning a day's menu. The choice of activities is limited only by the background of experience and maturity level of the class group.

Teacher demonstrations of techniques or skills for the different activities will sometimes be given to the entire group, but usually to a small group as the need arises. Children find answers to their design or construction problems by research, sketching and experimenting with actual materials. Thus children develop sensitivity to aesthetic values and practice skillful use of a variety of tools as they learn to "contribute to the family group."

Curriculum planning is continuous; therefore, changes will be made and units refined as new and better ways of unifying the arts are found. With a truly unified arts program at all grade levels, children can develop sensitivity to aesthetic values in their surroundings, at home, in their school and in their community.



Wire sculpture made by one of the students in the Oak Park program.

Salary schedule that rewards continuous local service

by EDWARD L. DEJNOZKA

IN PLANNING ADJUSTMENTS for the coming year's salary schedule, we have come up with a "local service" plan that rewards the teachers' loyalty to the school system. We see it as a third salary dimension because it supplements the traditional annual increments based on teaching experience and professional study.

Using the traditional scale as a basis, the third dimension grants extra pay for teaching experience *in the local district*. A teacher who, for example, has completed five consecutive years of service in Plainedge receives, under this plan, an additional \$200 each year in salary; after ten years this extra pay is increased to \$400 each year.

What are the bases for such a proposal? They are three in number.

1. The teacher who has been placed on tenure is presumably the teacher who warrants added com-

pensation. (Probationary teachers in Plainedge receive three written evaluations annually. By tenure time, the district has nine evaluations in its files.) More than just three years of experience, he has completed three years of successful local service in the district, familiarizing himself with local policies, philosophy and, most important, the children of his school. Essentially, the question raised is this: all things being equal, does the community prefer a well-evaluated teacher with three years of local experience to one with equal service, of unknown quality, in another system?

2. The district must protect its investment. In subtle ways, a considerable portion of the budget is spent on the evaluation and supervision of teachers. Generally, the amount expended is inversely proportionate to the extent of teachers' local service. One might ask: rather than spend more on supervision of novice teachers or those new to the district,

couldn't we appropriate this same amount toward compensating the dedicated teachers for their service to our community?

3. Because of the teacher shortage, there is temptation for some teachers to change positions frequently for a nominal increase in salary. To the breadwinner-teacher, this differential may be the difference between additional study or delayed study. Sorrowfully, this changing occasionally involves tenure people—teachers who, based on successful probationary experience, have been appointed to permanent status. To some extent, their jumps have stimulated inter-district salary rivalry to the assumed benefit of all teachers. The "local service" plan is not an attempt to terminate the sorely-needed upward adjustments; rather, it provides incentive to stay, thus affording commensurate compensation to the non-jumper.

In effect, the plan provides the board of education with a way of

Mr. Dejnozka is assistant supervising principal with the Plainedge Public Schools, Long Island, New York.

PLAINEDGE TEACHERS SALARY SCHEDULE, WITH "LOCAL SERVICE"* PROVISION

Step	B.A.	B.A. + 15	B.A. + 30	M.A.	M.A. + 10	M.A. + 20	M.A. + 30
1	\$4400	\$4550	\$4700	\$4800	\$4900	\$5000	\$5100
2	4650	4800	4950	5050	5150	5250	5350
3	4900	5050	5200	5300	5400	5500	5600
4	5200	5350	5500	5600	5700	5800	5900
5	5450	5600	5750	5950	6050	6150	6250
6	5700 + \$200	5850 + \$200	6000 + \$200	6200 + \$200	6300 + \$200	6400 + \$200	6500 + \$200
7	6000 "	6150 "	6300 "	6500 "	6600 "	6700 "	6800 "
8	6300 "	6450 "	6600 "	6800 "	6900 "	7000 "	7100 "
9	6600 "	6750 "	6900 "	7100 "	7200 "	7300 "	7400 "
10	6950 "	7100 "	7250 "	7450 "	7550 "	7650 "	7750 "
11	7300 + \$400	7450 + \$400	7600 + \$400	7800 + \$400	7900 + \$400	8000 + \$400	8100 + \$400
12	7650 "	7800 "	7950 "	8150 "	8250 "	8350 "	8450 "
13	-----	8200 "	8350 "	8550 "	8650 "	8750 "	8850 "
14	-----	-----	8750 "	8950 "	9050 "	9150 "	9250 "
15	-----	-----	-----	9350 "	9450 "	9550 "	9650 "

* At the completion of 5 years add \$200 to step salary; after 10 years add \$400 to step salary.

saying "thank you" to those teachers who have remained loyal to their jobs.

Just how does this plan actually work? The 1958-59 salary scale for Plainedge teachers is shown here. Applying the "local service" dimension to this schedule, an outside teacher with master's degree and five years of service would come in at an annual salary of \$6,200. A "local" teacher, with equal professional preparation and commensurate local service would receive \$6,400—base salary, plus \$200 for the first five years of local service. The Plainedge schools grant sabbatical leave to able teachers for study and/or travel. Such absences, up to one year, would be honored as "local service." Maternity leave, granted to teachers on tenure, would not interrupt the individual teacher's accumulated local service; upon returning to the district, she would continue accumulating "local service" from the point of time that

her teaching was interrupted.

A teacher who might leave Plainedge for another district and later decides to return would begin his second term of teaching with no accumulation of "local service."

Willard Elsbree of Teachers College, Columbia University, has long argued for a faculty made up of teachers with diverse backgrounds. The greater the ethnic, religious, geographic and cultural diversity represented by the staff, the richer the program which will be offered. In order that the "local service" scheme not discourage the admission of able outside teachers and deter realization of Elsbree's goal, the 15-year limit would apply to all faculty members. An "outside" teacher would also be eligible for the \$400 maximum a year upon completion of 15 years' service in Plainedge. The implication, and an important one, is that the base salary must remain good and thus continue to attract able "outside" teachers.

The new plan poses another important implication for the superintendent intent on good quality of instruction and yet faced with the realities of budget. It becomes apparent as teachers become eligible for tenure. It is at this point that the superintendent, together with the building principal, must ask: is this teacher worthy of permanent status, increase in regular salary, and "local service" credit? The implication is one of even *more* careful evaluation. Were more superintendents to raise this question, the quality of instruction would improve immeasurably.

The superintendent and teachers' committee, in striving to achieve a \$10,050 maximum for 15 years service (9,650 plus \$400 service credit), are seeking salaries commensurate with the level of professional service being rendered. But study of our salary problems won't stop here. New ideas, if workable, shall continue to be considered and recommended.

Fifty highly-rated teachers told why they accepted their present positions and why they intended to (or not to) return. Tabulated to show the value order given to each consideration, their responses may tell why some communities can be highly selective in recruiting teachers while others must appoint substandard candidates. For example, the school's reputation was most frequently listed as the top priority item (by 23 teachers). While 15 teachers gave salary top priority, 22 considered it second in importance.

to attract and hold good teachers

by META F. WILLIAMS

I ONCE HEARD a top-ranking teacher candidate who could find no first-choice positions available complain, "Who says there's a teacher shortage?" The question led me to wonder why it is that some communities can be highly selective in their recruitment of teachers while others must appoint substandard candidates. What does Community A have that Community B lacks?

To find out, a survey was made of 60 highly-rated teachers who had been employed since September, 1955. They were asked two questions:

1. Why did you accept your present position?
2. Do you intend to return to your present position, and why (or why not)?

The findings reported here are based on the 50 replies that were returned; these are also tabulated in the accompanying tables.

Miss Williams is supervisor of elementary education with Greenburgh School District #8, White Plains, New York. She was formerly associate professor of education at the University of Bridgeport in Connecticut.

While 50 teachers can hardly speak for the nation's teaching force of 1¼ million, an examination of their responses may shed some light on the problem of teacher recruitment and retention.

1. Why did you accept your present position?

Reputation

The surveyed teachers appeared to have been strongly influenced by information they had obtained from experienced teachers, newspaper articles, college faculty and professional literature. The two most important criteria on the working conditions of a given community were *supervision* and *class size*, supervision being defined as skillful instructional leadership, both in guiding beginning teachers and in encouraging flexibility in curriculum implementation.

Information that a community held the line for class size at 30 was conducive to job acceptance, although there was some indication that the prospect of working with excellent supervision was more important than teaching in classrooms

of fewer than 30 youngsters.

Alleged stringency on the part of school administration with regard to extra teaching duties or after-school activities was looked upon with disfavor; but such duties were acceptable when coupled with freedom of choice.

The teachers were favorably impressed by the good working relationships reported to exist among the teachers' organization, the board of education and the community at large. Such rapport gave some assurance of job security, implied good group dynamics among teachers and indicated community respect for school personnel.

Salary

None of the 50 respondents had accepted a position in a community offering a minimum salary that was lower than the median for the regional area. Twenty-five were employed by communities offering a beginning salary somewhat above the median, nineteen at the median, and five near the top of the minimum range. One had been employed at the top of the salary range.

There was consistent evidence that

WHY 50 TEACHERS ACCEPTED THEIR PRESENT POSITIONS

	value	order:	1st	2nd	3rd	4th	5th	6th
Reputation	23	15	7	2	2	1		
Salary	15	22	12	1	0	0		
Location	10	5	10	10	8	7		
Community Rapport	2	5	17	14	10	2		
Employment Personnel	0	2	2	17	11	16		
Plant & Equipment	0	1	2	4	19	24		

WHY 30 CHOSE TO RETURN:

1. Good Supervision
2. Working Conditions
3. Salary
4. Administration
5. School Standards
6. Teachers' Organizations

WHY 20 CHOSE NOT TO RETURN:

1. Poor Supervision
2. Working Conditions
3. Salary
4. Administration
5. Teachers' Organizations
6. School Standards

these teachers were not influenced as much by actual minimum salary as by maximum possibilities, shortness of range between minimum and maximum, and salary adjustment for graduate work. The men were interested in recognition for military service.

Location

Twenty-three of the respondents had accepted positions located within commuting distance of their homes. Twelve were in communities near their husbands' place of employment. The 15 who had accepted positions some distance from home and family favored communities where good housing facilities were available. All indicated strong preference for apartments or small-unit housing and considered rooming-in arrangements undesirable.

For the most part the surveyed teachers preferred a suburban community to an urban center. However, they indicated that good transportation facilities to a large city and recreational opportunities in the school community were also considered in job selection.

Community and College Rapport

Of the 50 respondents, ten had accepted positions in the communities where they had been invited to serve as student teachers. Seven had taken positions that had been negotiated by college faculty members and school administrators. Eight had elected to teach in communities recommended by college advisors.

Contact with Employment Personnel

Seventeen of the surveyed teachers reported that they had been impressed by the courtesy and interest of a single employment officer—interest shown in them not only as prospective teachers but as future citizens of the community as well. Seven were favorably influenced by committees composed of superintendents, supervisors, principals and teachers. Four stated that non-teaching citizens were members of their interviewing committees.

Eight of the respondents described the effectiveness of a pre-employment orientation program. They had been invited to visit schools and to meet with board of education members and had been received in the homes of representative members of the community.

It was the personality of the prospective school principal, however, that was the most decisive factor in contract acceptance.

Plant and Equipment

Thirty of the respondents had been invited to visit schools during the period of job consideration. These teachers admitted that they had hoped to find attractive schools in attractive settings, good teaching equipment, an abundance of teaching aids and adequate provision for teacher comfort. Fifteen found their hopes fully realized, five found plant and equipment satisfactory and ten found compensation in the personality of the school principal and the friendliness of the school staff.

2. Do you intend to return to your present position?
Why? Why not?

As to the second question, 30 of the 50 teachers who responded to the survey questions replied in the affirmative and 20 in the negative. Twenty of the affirmative respondents were enthusiastic and ten indicated some reluctance in returning to their present positions. Only four

among the 20 who indicated departure were doing so reluctantly.

Returning to Present Positions

It appeared that enthusiastic responses were derived from the following factors.

Good Supervision: The teachers described their principals as friendly, understanding and helpful educators who thoroughly understood their responsibilities as teachers of teachers. Other supervisors were also described as highly qualified people whose criticism was welcomed and whose help was valued. In every case the evidence was clear that the responsible principal or supervisor had earned the respect of the beginning teacher.

Good salary expectation: In almost every case this implied high maximum salary as well as shortness of range between bottom and ceiling. In some instances there were other implications. Among these were compensation for graduate work, financial assistance for graduate work, salary recognition for committee assignments, contributions toward hospitalization insurance, liberal sick benefits and liberal leave arrangements.

Good working conditions: The components of good working conditions were small class size, good facilities for teaching, comfortable pupil and teacher accommodations, lack of unnecessary assignments and an attractive community.

Attitude of administration: Here the respondents listed recognition of merit, flexibility in curriculum implementation, assurance of personal and professional respect and understanding of need for professional improvement.

High professional standards of the community: Here were included well-designed in-service programs, good school and community resources, and good school-community rapport.

Good professional organization: Twelve teachers reported that a well-defined orientation program organized by their associations had set them off to a good start. Other services extended to these beginning teachers by their professional organizations were location of proper hous-

ing, recreational opportunities, consultation pertinent to personal and professional problems, guidance regarding community and school resources and financial assistance.

Ten teachers reported that they were returning reluctantly to their present positions to stay until they had earned permanent certification or were returning for personal reasons. Factors which caused their reluctance were:

Inadequate supervision: This was described by six as insufficient. Their administrators were friendly, but let them drift alone. Four reported that their principals were too critical and too rigid.

Poor salary expectations: Here, for the most part, salary maximum was reported as lower than in adjacent communities, or too many steps were involved between bottom and top salaries, or no peripheral accommodations were available.

Poor working conditions: The factors listed were increasing class size, rigidity of school program, lack of guidance in curriculum planning, too much interference with classroom procedure, unnecessary reporting and excessive attendance at meetings.

School-community problems: There was evidence here of open friction between school administrators and members of boards of education. In some instances school officers were reported to have fostered undue scholastic competition among the schools in order to ameliorate relations between school administrators and board members.

Leaving Present Position

Of the 20 respondents who indicated that they were leaving their present jobs, four reported that they were doing so temporarily, for personal reasons; five were seeking work other than teaching; and eleven were seeking positions in schools of other communities. That left 16, then, who left their jobs because they were dissatisfied with existing conditions.

From among these 16 only three respondents indicated that their personalities made them unsuited to the profession. The rest agreed that their dissatisfaction was derived from poor supervision, poor working conditions (increasing class size, inad-

equating teaching resources, excessive non-teaching duties), salary difficulties, poor professional spirit among the teachers, and unsympathetic or apathetic attitudes on the part of the community toward the schools.

However, the responses were largely devoted to criticism of supervision!

The most prevailing complaint was directed at the rigidity of the school principal or of designated supervisors. Seven of this group of 13 teachers protested against expectations of unnecessary conformity—a conformity not expected (at least in degree) of their more experienced colleagues.

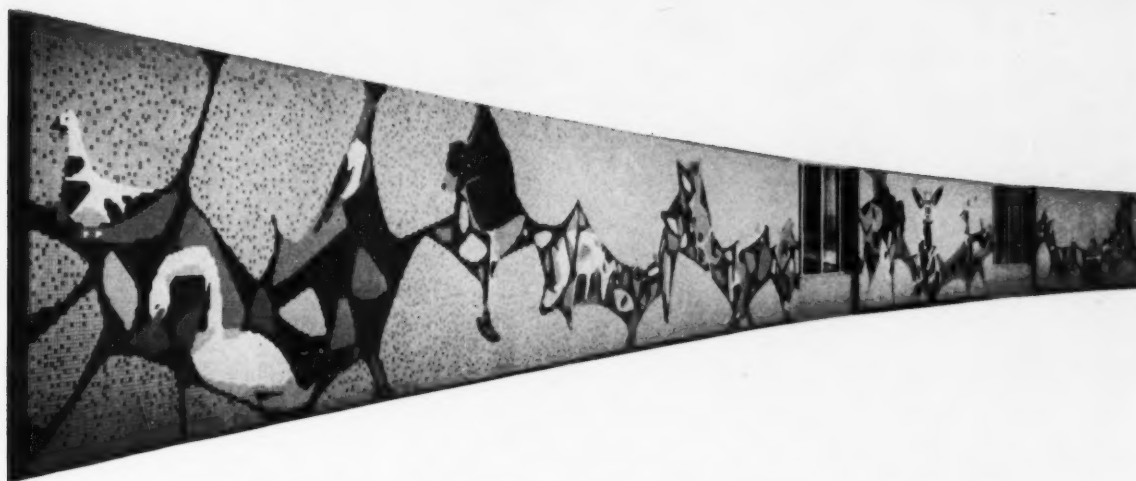
Edged very close to rigidity was the complaint that there was no apparent instructional leadership. Lack of leadership precipitated fear, want of confidence and confusion.

In addition, they reported that they were expected to hand in long and often unnecessary reports and were assigned to handle the more difficult groups in their designated schools; that attendance at meetings (often unrelated to the job at hand) was mandatory for them and not for experienced teachers; and that non-teaching responsibilities were delegated most frequently to beginning teachers.

In describing the positions they were now seeking, this group of teachers repeated what they had expected prior to their present assignments—in the same order of emphasis:

1. They want effective supervision.
2. They want good salary accommodation.
3. They want an environment that promotes optimum growth.

This study was based upon the assumptions that education is as good as the classroom teacher, that the ingredients required to forge the good classroom teacher are precious and that the leader of teachers who fashions these ingredients must measure and treasure them well. The data reviewed here may well indicate that the administrator who lacks these ingredients himself cannot perceive them in others.



subject: designing for a high school's needs

THE SUCCESS OF any school plant depends upon how well it meets needs dictated by activities occurring inside and out. A comprehensive high school designed for 2,500 students initially and conceivably 4,000+ later meant that since small school atmosphere did not exist naturally, it would have to be created.

Proviso West High School is located on 60 acres of gently rolling land. However, it is bounded on three sides by major traffic thoroughfares; a shopping center and an expressway are adjacent. Add to this the necessity for parking facilities on the school site to accommodate 800 cars, and it is apparent that traffic planning was paramount in design. And finally, to make certain the school would remain successful in the face of increasing enrollment, provisions for expansion had to be incorporated in initial design.

A central mall was created as a refuge from traffic and, at the same time, it became the focal point and main axis of Proviso West. A curved entrance drive serves as a car and bus loading area and a curved entrance shelter directs students and visitors to the main entrance at the west end of the mall. Student circu-

lation within the school is around the mall and the building units face it—thus the quiet conducive to study is gained while street distractions, kept at the perimeter of school activities, are minimized. The mall was developed as a social center, an outdoor class area and meeting place. It contains paved areas, benches, lawn, shrubbery, trees and an outdoor amphitheater. The focal point is Oscar Howe's ceramic tile mural on the curved wall of the library.

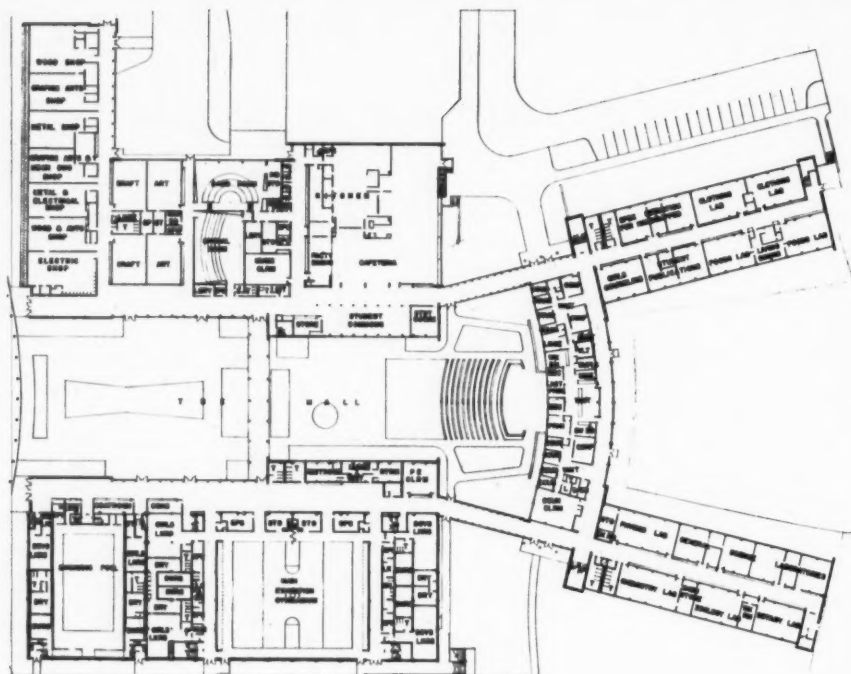
Six major functional units suggest a campus but are grouped compactly around the central mall:

- Two academic units occupy the quietest part of the site, facing a golf course to the east. One is a 3-story unit containing 30 classrooms for science, speech, mathematics and English, plus offices. The other unit, also three floors, contains 30 classrooms for home economics, special education, counselling, social studies, languages and commercial studies, plus offices and a study hall.
- A curved library and administration unit, centrally located, connects the academic units and contains administration offices and work rooms, counselling of-

Proviso West High School
Hillside, Illinois
Architects: Perkins & Will



Aerial drawing and floor plan show how Proviso West High School is divided into six units; classes are designed away from traffic noise.



fices, the library and two study halls in its two floors.

- Physical education unit is south of the mall, toward athletic fields. This is a 3-floor unit housing swimming pool, four gyms which combine to form an exhibition gym seating 4,000, a wrestling room, orthopedic gym, dance studio, nine locker rooms and team rooms, offices, lobby, four classrooms and a drivers' training lab.
- Across the mall, to the north, is a 2-story unit containing seven shops, two drawing rooms, two art rooms, three music rooms,

cafeteria and kitchen, the student commons, a little theater seating 250, visual aids theater, boiler room and maintenance work rooms.

- A single-story auto shop, not connected to other units, houses vocational auto shop and one classroom.

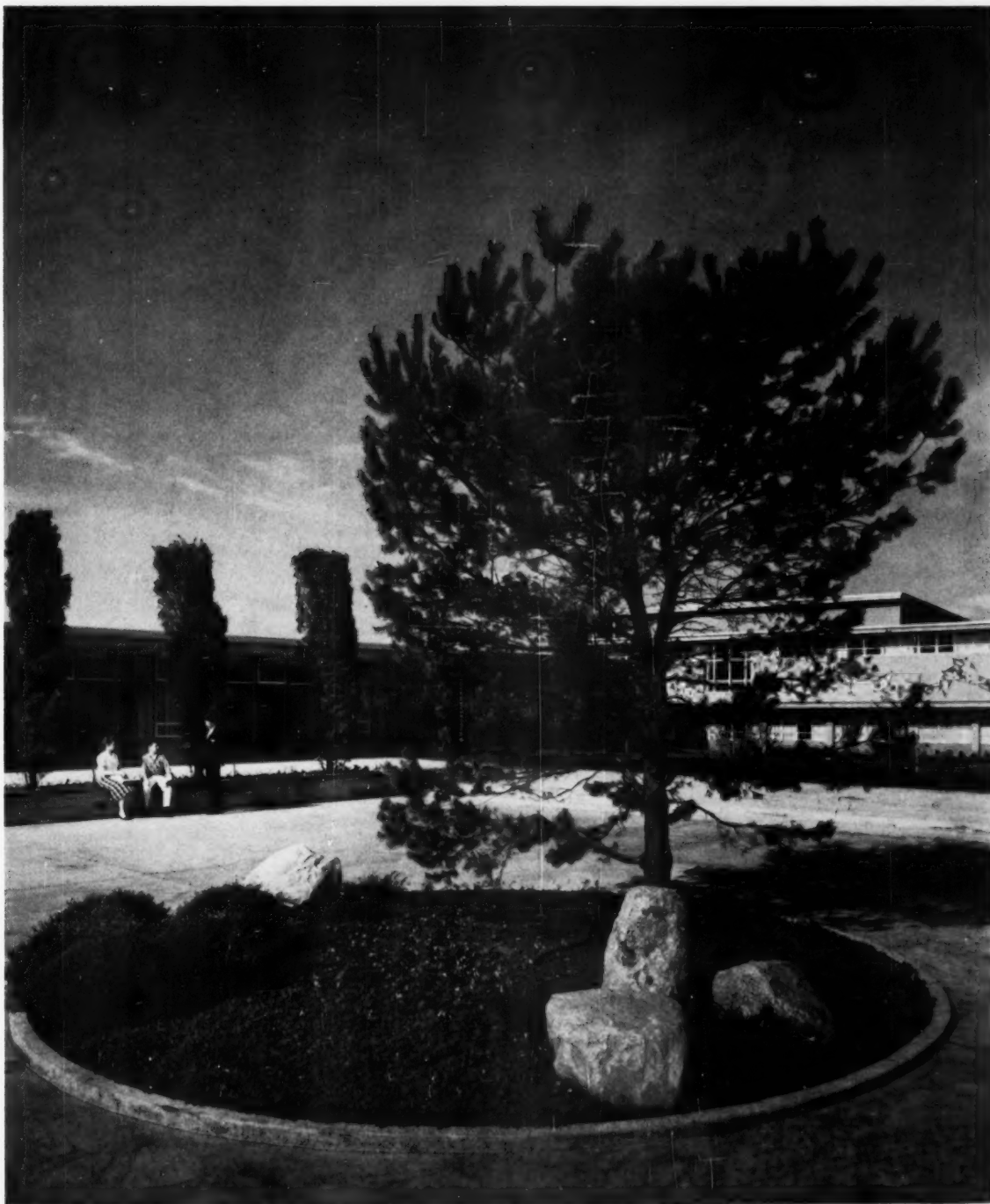
These six units provide the necessary little-school atmosphere which, existing as it does alongside the obvious large-school advantages of facilities and equipment, brings the advantages of both large and small schools to Proviso West.

Materials and design implement

easy expansion as enrollment increases. Partitions are non-load bearing for possible future re-assignment of space. The boiler room includes boilers with sufficient capacity for additions; heating supply mains are sized accordingly. The cafeteria-kitchen can accommodate increased numbers. The high school will grow outwards from the central mall. For example, an additional academic unit could be built to the east; a second swimming pool and additional gyms could be constructed south of the physical education unit; shops, cafeterias and a future auditorium may expand to the north.

*object: a central mall around which classes
and social activities revolve . . .*

central mall



Facts and Figures

Capacities:

Building	2500
Little Theatre	248
Amphitheatre	450
Four Gyms	4000
Parking Areas	800
Cafeteria	600
Teacher's Dining Room	50
Three Study Halls	435
Library	150
Corridor Lockers	2600

Cost:

Figure reflects service facilities
planned for 4000 \$5,993,151.

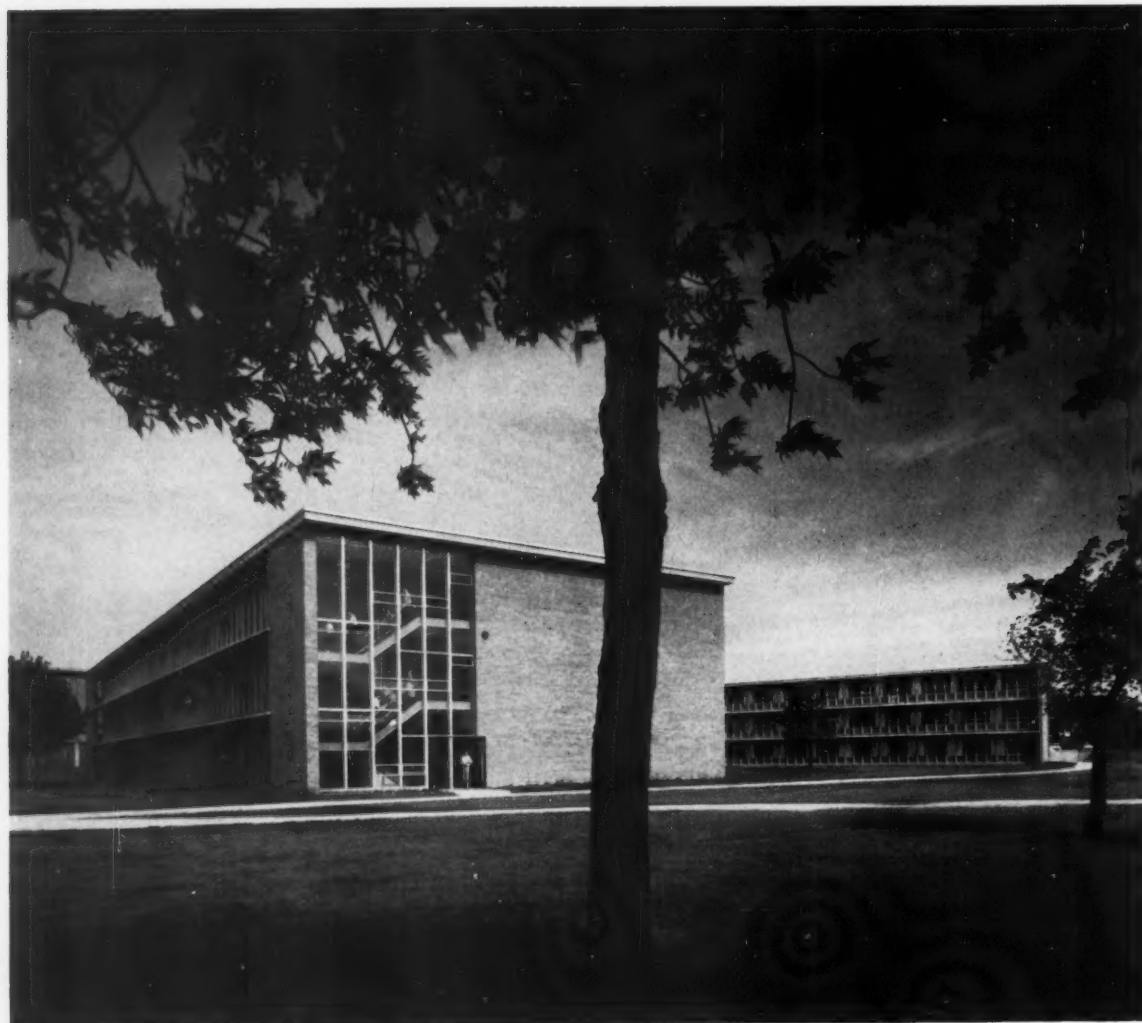
Square footage:

Figure includes pool and auto
shop 348,816 sq. ft.



Comprehensive view of central mall.

Three-story academic wings overlook golf course.



*object: to create a big school with
a small school atmosphere . . .*



Indoors, Proviso West is light, spacious without being vast, flexible. Split-level gym can be opened up to twice the size shown by sliding doors. Electrical shop, student lounge, little theatre and library reading lounge, all shown, maintain the spirit of the total design.



New York State Analyzes School Bond Rejections

ALBANY, N. Y.—School districts with high voter resistance to financial expenditures also tend to have: large enrollments; rapid growth; limited taxable resources; and relatively high tax rates.

This was the primary finding in a recent State Education Department study of 19 New York State districts with records of multiple rejections.

The districts were in suburban communities in metropolitan area counties. Conclusions were based on an analysis of the districts themselves, and on comparisons with adjacent districts that do not have negative voting records.

Reasons identified by superintendents as contributing to voter resistance are: high costs; controversial provisions; local issues; ineffective communication; group opposition; and voter complacency. Opposition often centers around things such as swimming pools, bus garages, cafeterias and adult education.

The study was conducted and reported by T. Bienenstok and William Sayres, Research Associates.

NEA Convention Endorses Murray-Metcalf Measure

ST. LOUIS—Delegates to the 6-day, 97th annual convention of the National Education Association passed, by a thundering voice vote, a motion pledging immediate efforts to obtain passage of the Murray-Metcalf bill currently before Congress.

Speaking in advance of the motion, Arthur C. Corey of the California Teachers Association told the assemblage: "The development of means to finance education adequately is a prime national issue. It is an issue that will play a major role in the presidential election of 1960."

Over 10,000 persons attended the NEA convention here. In nearly 800 sessions, the participants spoke out on what they thought American schools should have in terms of curriculum, facilities, teachers, administrative procedures, special services and finances.

An attempt by delegates from New York, Oregon and Maryland to strengthen a mildly-worded resolution on integration in public schools failed, and the Association contented itself with urging "that all citizens approach this matter . . . with the spirit of fair play, good will and respect for law which has always been an outstanding characteristic of the American people."

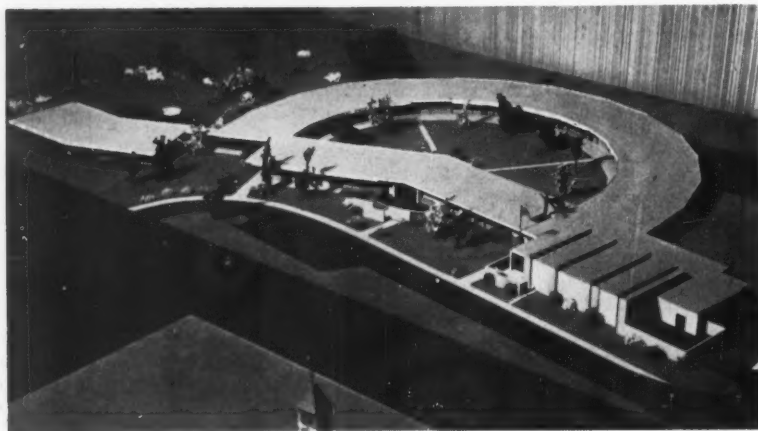
The Federal Government was commended for enactment of the National Defense Education Act of 1958, and urged to give proper tax deductibility to the educational expenses of teachers. A salary of at least \$6,000 for beginning qualified teachers was endorsed.

At a special press conference, William C. Kvaraceus, director of a special NEA project on juvenile delinquency, revealed that the second part of the 2-year study is soon to be released. William G. Carr, executive secretary of the NEA, told the group that the study is being financed with a \$60,000 appropriation from the Association.

"Juvenile delinquency," Dr. Kvaraceus said, "is not of the school's manufacture, nor is it up to the school to cure it. The school is not a factory, hospital, or deepfreeze. However," he added, "we do have the trained manpower, and the time to work with the student towards a partial solution to the problem."

He suggested that a committee consisting, perhaps, of a medical authority, psychologist, nurse, classroom teacher, and school principal be set up to rule on each individual case before a school "throws up its hands" in a delinquency situation. "There are only a few children who are too emotionally ill to take school," he stated.

Designed for Work and Play



The recently-designed Mesa School in West Covina, Calif., has a semi-circular plan, with all regular classrooms opening out on a central outdoor teaching court on one side and a playground on the other. Besides its 12 regular classrooms, the school has three special classrooms for deaf children and two kindergarten units with separate playground facilities.

A second study, this one of the academically talented student, was reported on by Charles E. Bish, director of the project. His remarks were made at the conclusion of the first year of the 3-year study, undertaken with the aid of a \$200,000 grant from the Carnegie Foundation.

Eshelman Gets Gavel



ST. LOUIS—Walter W. Eshelman, newly-elected president of the National Education Association, received his gavel from outgoing president Ruth Stout at the NEA's 97th annual convention.

Dr. Eshelman told the assembled delegates that they must continue to work for "quality education, but from the viewpoint that we already have quality to a remarkable degree in many, many places."

Other elected officers included: Clarence Kline, vice president and president-elect; and Lyman Ginger, treasurer.

One of the biggest problems facing his group, Dr. Bish said, was identification of the talented pupil. He said the classification "academically talented" could encompass 15 to 20 percent of the student body, depending upon the location of the school, while only the upper one or two percent could "be placed in the 'gifted' child category."

The exhibits of approximately 125 product and service suppliers to the school field were viewed during the convention. The 1960 convention, built around the theme, "A United Profession Enhances Quality Education," is scheduled to be held next summer in Los Angeles.

Conservatism an Obstacle To Curriculum Changes

ITHACA, N. Y.—The difficulty in instituting significant changes in our secondary schools was emphasized by Galen Jones, director of the Council for Advancement of Secondary Education, at the opening session of the 6th annual Conference for School Administrators at Cornell University.

"The principal obstacles to a systematic and sustained attack on the curriculum problem remain as they have always been," said Mr. Jones, "conservatism, vested interests and the lack of adequate machinery for revision."

SPOTLIGHT ON . . .

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Mr. Jones was one of five nationally known leaders in education to address the 3-day conference, which had as its theme, "Administering and Improving Instruction in Science, Mathematics and Foreign Languages."

Mental Ability—Its Growth And the Teacher's Role

RECENT RESEARCH seems to indicate:

- 1) that mental development does not proceed in a straight line but according to distinct patterns; and
- 2) that definite changes can be made by the schools in the ability of the child.

Gerald T. Kowitz, research associate for the University of the State of New York, writes that the pattern concept of mental development was perceived as early as 1925, and that recent work indicates there may be as many as four distinct patterns of development.

Only a small percentage of children follow an approximately straight line of development, he writes. Most children show sudden spurts in measured ability during the later elementary school years.

This creates a problem for the school, says Dr. Kowitz, by making long-term predictions difficult. Early identification seems reliable only within very broad grouping—too broad for administrative use.

"On the basis of research, it would seem that the elementary school has an obligation to proceed carefully with attempts to identify and provide for the gifted child. At the present time, it is not safe to assume that the more able child can

be identified at any point or grade for the remainder of his school life."

A long-range testing program conducted by the School District of the City of Ferndale, Mich., bears out this view of the unpredictable nature of mental ability.

"While some children in this program," says Warren A. Ketcham, associate professor at the University of Michigan, "began early and progressed rapidly, and some began late and progressed slowly, other children began late and progressed rapidly, and still other children began early and progressed slowly. In other words, some children catch up while others do not succeed in keeping up."

Jean M. LePere, assistant professor of education at Michigan State University, says that this growth occurs in "cycles." During the period from six years to near maturity, she says, children go through two cycles of growth separated by a period of relative inactivity, usually at an age between 10 and 12.

Can the schools do anything to change the course of mental development? Most researchers say "Yes!"

Arthur W. Combs, professor of education and psychology at the University of Florida at Gainesville, goes so far as to say that the right

kind of teacher may actually be able to create intelligence in a student.

She can do this, he says, "by helping people to perceive more extensively and more richly, and by creating situations that make it possible for these perceptions to be available when needed."

What is called for, according to Dr. Combs, is a method of teaching that emphasizes growth and development from within, rather than force and coercion from without. Assistance can be given to the student to discover a personal meaning in what is to be learned.

Research along this line is being conducted now by the University of Illinois Institute for Research on Exceptional Children. Ultimate goal of this project is to learn how creative and analytical thinking may be stimulated in school children.

Recordings made at the university's laboratory school will assist investigators in determining what classroom conditions affect productive thinking—which encourage it and which hamper it—and what the teacher's role is in stimulating thinking.

No wolfs in Ireland

From Little, Brown & Co. publishing comes a group of children's compositions selected by H. Allen Smith.

Included in the book, "Don't Get Perconel With a Chicken," is a description of "The Wolff" written by a 3rd grade student.

"The wolff kills sheep and small cows. They are related to the dog but not leshley. They do not eat vegetables. There are no wolfs in So America. They are gray. They go together and kill antelops. By Biteing there necks. No wolfs in Ireland."

Lewis Nichols, reviewing the book in the *New York Times*, says when the teacher who sent in the story asked what "leshley" meant, the author answered, "It meant something good when I first wrote it but now I can't remember."

Millions of Dollars Spent For Research in Sciences

IN THIS ERA of million dollar research projects, universities, government, industry, foundations and individuals are all dramatically increasing the amount of their resources devoted to science research within the universities.

Nathan M. Pusey, president of Harvard University, told the Economic Club of America recently that the universities' effort in research has increased more than 32 times in the past 30 years.

University research, it has been found, is valuable not only for its own sake, but because it enables teachers to carry back to their classrooms the latest developments in their fields and the stimulus of working at new intellectual frontiers. The university is also the only place where basic science is a matter of unremitting, primary concern.

According to "The Wealth of a Nation," one of a series of booklets on activities supported by the Ford Foundation, the physical sciences (including engineering) and the life sciences (including medicine) command most of the funds spent for basic research in colleges and universities. The sources of these funds are varied.

The universities have some funds of their own, of course, and these funds have increasingly in recent years been supplemented by helpful assistance from industry, foundations and individuals.

Foundations will sometimes support research in controversial areas where government, because of political considerations, may be reluctant to tread. But even foundation funds are not equal to the task ahead.

"We are coming into a period where the major source of support for science both inside and outside the universities will have to be the Federal Government," says Dr. Pusey.

Most people will agree that government support of research is necessary, but there are arguments about

the way in which government funds are handed out.

"The increasing federal involvement in the support of research is altogether desirable," says "Education for the Age of Science," a statement by the President's science advisory committee, but government funds often "provide only for equipment and not for additional general funds to help increase the professors' salaries."

Government grants are also sometimes administered in such a way as to damage the financial stability of the universities. As a remedy, the committee urges the government to establish sounder fiscal procedures.

Another complaint about much government support of research, says Dr. Pusey, concerns "its radical fluctuations." Often, government support has to be withdrawn suddenly because of annual budget requirements and, unfortunately, the "basic research programs—least obviously practical—are the first to feel the axe of economy."

Newton Runs First in Race For "Immortal of Science"

BRIDGEPORT, Conn.—Sir Isaac Newton (1642–1727) scored a victory in a recent election here to choose 25 names to grace the walls of the new science hall of the University of Bridgeport.

In ballots cast by 1,116 electors, Louis Pasteur (1822–1895) ran a close second to Newton. Galilei Galileo, Charles R. Darwin, Marja Sklodowska Curie, Archimedes, Nicolaus Copernicus, Michael Faraday, Gregor J. Mendel and Aristotle round out the list of the 10 scientists receiving the most ballots.

The names of the 25 scientists selected will be permanently inscribed into the limestone walls of the university's \$1.4 million Charles A. Dana Hall of Science now under construction. The building will be completed in January of 1960.

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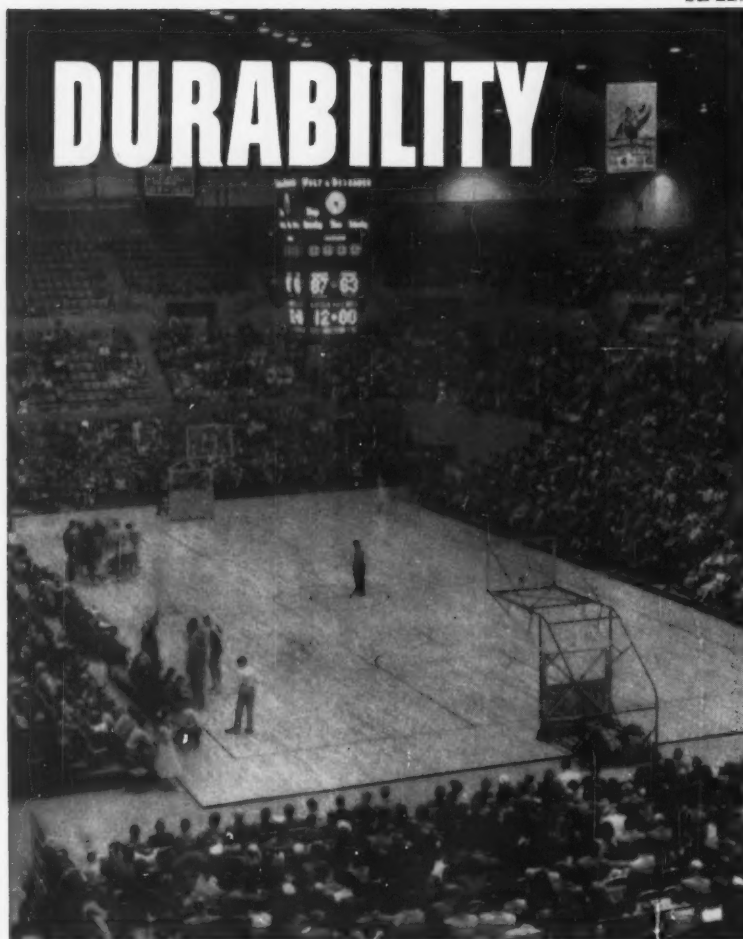
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Most gym floor finishes look alike in the can. But a look at their labels will tell a different story. Only the *finest* ingredients are used in Seal-O-San gym floor finish. And this means better, longer-lasting protection for the floor. Seal-O-San penetrates the wood fibers . . . actually becomes a part of the wood itself so that the *finish* takes the wear. A Seal-O-San protected floor is also highly resistant to the wear and tear of street-shoe traffic.

Seal-O-San gym floor finish offers the advantage of durability, *plus* slip-resistance, light color, easy application, simple maintenance and protection for long life. Ask our representative, the Man Behind the Huntington Drum, for more information. Write today!

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SPOTLIGHT

Quote . . . unquote

• "The main task of the school today is to make its students aware that they will have to be on their own so far as the most essential part of their education is concerned."

—NORMAN COUSINS, in *"Personnel Policies for the Schools of the Future,"* published by the National Commission on Teacher Education.

• "Part of the American myth is that people who are handed the skin of a dead sheep at graduation time think that it will keep their minds alive forever."

—JOHN MASON BROWN, reprinted in the July issue of *Think*.

• "That the *Oregon Daily Emerald*, a school newspaper, never underestimates the power of etcetera should be obvious from this recent statement: '. . . women have initiated no significant all-campus political movements in recent years even though they compromise more than half the student body!'"

—Reprinted from the June issue of *Playboy*.

• "READING OF BOOKS IN COLLEGE URGED

—Headlines in the *Times*.

Oh, these progressives! Always something!"

—Reprinted from the June 6 issue of *The New Yorker*.

• "Productivity, consumerism, and activity are the current American idols. America is action- and project-oriented. Reflection and contemplation are largely avoided. The teaching profession along with the rest is at the mercy of the doctrine of 'keep busy.' Time to think has been relegated to the lowest rung."

—Reprinted from *"A Conceptual Design for the Teaching Profession,"* a statement by the Oregon Education Policies Commission.

teacher

school superintendent

are you in this group?

school physician

school nurse

...they've discovered how one
Beltone audiometer makes student hearing tests
faster and more accurate!

Authoritative estimates reveal that right now 3,000,000 school age children suffer from hearing loss. Often neither parents nor teachers realize what is the matter. Such symptoms as indifference, shyness, speech difficulties, laziness and failure to pass grades are mistaken for something else. Thus the only sure way to detect hearing loss is by accurate audiometric testing.

Leading educational systems have discovered that Beltone Portable Audiometers provide a simple solution to this often unrecognized problem. For only \$295, less than the estimated yearly cost of a single grade repeater, your school may set up a complete Beltone hearing conservation program for students. Beltone Portable Audiometers are entirely adaptable to your existing facilities—one audiometer is all that is needed to perform both screening and threshold tests. There's nothing complicated about their operation, either. Instruction in audiometric testing takes only a few hours.

Why not investigate this remarkable Beltone system now by sending for Beltone's free, fully illustrated booklet, "Hearing Tests for School Children"? No obligation, of course.



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Model 9-A Basic Audiometer

For individual hearing tests. Features exclusive circuiting, direct reading of hearing loss from easy to read calibrated dials. No calculations necessary. Weighs only 11 lbs. With matched receivers, plus audiograms, instruction manual. Control panel faces away from student. Only the operator knows when tone is presented—exclusive with Beltone. Complete, ready to use, \$295. With signal switch for patient use, \$320.



Model 11-A Group Audiometer

Same fine features as Model 9-A with the addition of circuits permitting group hearing tests for up to 40 students. Complete, \$325.



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Please rush me your new free book, "Hearing Tests for School Children," immediately.

Name _____

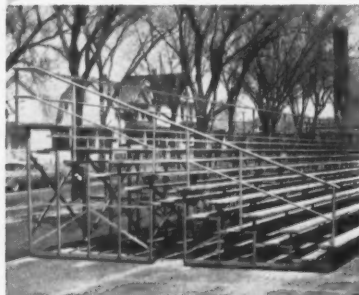
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Field Seating that eyes
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"DUR-A-BILT" Bleachers

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ability features that meet
Tomorrow's needs—TODAY!

Outstanding Features Include:

- **DESIGN** . . . 24" standard depth per row assures maximum comfort . . . ample space for spectator passage. 8" rise from row to row affords clearer visibility—units are easily expandable for future needs.
- **CONSTRUCTION** . . . load-bearing members are 1/4" structural angular steel with joints electro-welded to form one-piece "Uni-Frame" panels. Foot and seat boards are select West Coast Douglas Fir, double coated to retard deterioration.
- **FINISH** . . . by Hot Dip GALVANIZING all steel members—after fabrication—rust is stopped at manufacturing source. This eliminates costly painting and scraping operations in the future. GALVANIZED Bleachers are available at a modest additional cost.

Contact your PLAYTIME dealer now for further information . . . or write direct for FREE literature.



SPOTLIGHT

Denver High School Gives Course in Russian History

DENVER—Russian history from Peter the Great up to the present time is an elective course at East High School here this semester.

The first 12 weeks of the semester will be spent studying history. The remainder of the semester will be devoted to geography and resources, Soviet languages and nationalities, and Communist philosophy and theory as compared with its practice.

High School Has Building Just for Driver Training

LOVINGTON, N. M.—An unexpected and dramatic increase in total school enrollment in this district was the motivation for the inclusion of a special building for driver education in plans for a new high school.

The building, begun in May and

completed in November of 1958, includes a lecture hall, a classroom with a 15-car Drivotrainer installation, and a 2-car garage. Total cost of the building was \$77,000.

With the aid of the Drivotrainers, developed by the Aetna Casualty and Surety Company, and manufactured, sold and serviced by Automatic Voting Machine Division of Rockwell Manufacturing Company, one full-time instructor in this school can train 200 drivers a year.

Groups Must Be Justified, Reading Specialists Told

CHICAGO—"In our present state of knowledge, it is easy to overdiagnose and to form instructional groups with little justification," a recent conference of reading specialists was told.

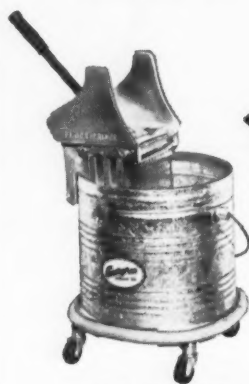
James C. Reed of Wayne State University, Detroit, advised a sectional meeting of 1,000 teachers and school administrators against breaking their classes down into too many

SE-232

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with new Dual-Duty

"Convertible"
by GEERPRES



Single Unit When
You Want It!

Versatile, efficient, adapts to many mopping needs. One bucket for small-area jobs; two for larger areas. Two steel wire hooks couple 16-, 32-, 44-qt. sizes in any combination, slip into grommets located behind steel core in protective bumper, can't pull out. Hooks standard on all bumper equipped buckets. Buckets mounted on aluminum chassis with ball-bearing casters. Mop serves as handle. Buckets nest neatly for storage.



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At the new AASA award-winning Centralia Junior High School, Centralia, Washington, E. James Livingston, District Audio-Visual Coordinator, Centralia School District No. 401, says:



**"Each of our 32 teachers can operate our
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"We're delighted with the machine's simplicity.

"But nevertheless, these projectors got the same careful dollar-for-dollar scrutiny we give to everything we buy. We must be stringent, because with us these machines are slaves. They run constantly—90% of the time at least.

"In analyzing projector value, we looked long and hard at picture and sound quality, too. We found that the Pageant projects a sharp and brilliant screen

image and literally fills the room with clear sound.

"Another thing we like about these machines is the lifetime lubrication. Not having to keep bothersome lubrication records is a real pleasure." (Pageants don't require any oiling by the user.)

If you would like a Pageant demonstration in your school, your nearby Kodak Audio-Visual Dealer will gladly serve you. Or, for detailed literature, write for Bulletin V3-22.

Kodak Pageant Projector > **EASTMAN KODAK COMPANY, Dept. 8-V, Rochester 4, N. Y.**

BRADLEY PRODUCTS

provide washroom economies

GROUP WASHFOUNTAINS ★ MULTI-PERSON SHOWERS



BRADLEY WASHFOUNTAINS

serve groups 8 to 10 at the 54-in. full circular model yet each requires but one set of piping connections. Foot-control elimi-



nates faucets, (no contagious contacts)—self-flushing bowl prevents collection of used water for maximum in sanitation. The semi-circular (wall type) serves 5 to 6.



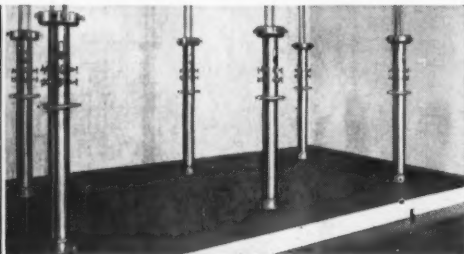
DUO-WASHFOUNTAINS

have foot-control and self-flushing bowl also. No contagious faucet contacts. Does the job of two lavatories at lower cost. Stainless steel and vitreous enamel (white and five colors).



COUNTERTYPE WASHFOUNTAIN

has same sanitary features and foot-control, and can be supplied with glass filler faucet and/or bubbler. Bowls are made of stainless steel or vitreous enamel.



BRADLEY MULTI-PERSON SHOWERS

are furnished partially assembled for quick installation. They may be supplied with stall-separating partitions and curtains (see upper left), or the Shower Column alone for

greatest economy. You get five showers at one installation cost and only three piping connections for all five showers. Each bather has complete control of water volume and temperature. Three heights available, 6', 5'6", and, for smaller folks, —5'.

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Washfountains
and multi-person showers

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Through
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Our colorful
Catalog 5601.
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has helpful data
on washroom
economies . . .



SPOTLIGHT

groups. "Unfortunately, we cannot at present punch reading disability onto IBM cards and use the sorter to arrange groups for instruction," he said.

"Reading Instruction in Various Patterns of Grouping" was the theme of the conference. In choosing the theme, the term 'grouping' was defined in its broadest sense as a device which helps the teacher bring together learners with common characteristics for a particular instructional purpose.

J. Wayne Wrightstone, director of the Bureau of Educational Research of the New York City public schools, told the educators that "grouping, per se, does not automatically provide better learning or improved instruction."

Only "when there is real understanding of the *why* of grouping," does it become an effective aid to better teaching, he said. Meanwhile, organization of relatively homogeneous groups and sub-groups must be accompanied by other steps.

Dr. Wrightstone listed these steps as: the provision of plenty of instructional material; a systematic testing program; reduction of the teaching load; and a flexible curriculum.

Community Project Report Outlines Curriculum Plan

W. K. BEGGS, dean of Teachers College at the University of Nebraska, has announced publication of the 4th in a series of five project reports dealing with the Nebraska Community Education Project.

The current report deals with the efforts of the project staff, the professional school people and the citizens of the project centers to integrate the school curriculum with the community plan for continuous improvement. It is assumed that the school curriculum is broader than the formal day-by-day academic and activity program.

Contained in the report are: an

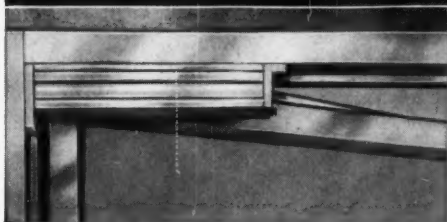
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NEW-TYPE NORTON DOOR CLOSERS AN ARCHITECTURAL ASSET IN THIS MODERN MICHIGAN SCHOOL!

A continuing series of outstanding schools, office buildings, hospitals, churches, and industrial structures using NORTON DOOR CLOSERS



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HARDWARE DISTRIBUTOR: SCHABERG DIETRICH HARDWARE CO., LANSING, MICH.



NORTON 750: A powerful corner-type closer of unique design that blends inconspicuously with top rail of modern metal-framed doors. Full rack-and-pinion mechanism handles doors up to 42" x 84".

Employs unique corner-type Norton Door Closers to complement clean-lined modern door design.

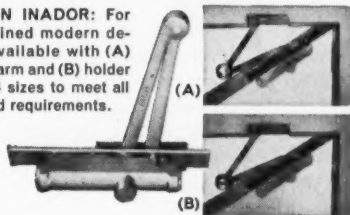
Thoroughly modern in appearance, this school is equally modern in every item of functional equipment, including Norton Door Closers. Of particular interest among the latter are the Model 750 corner-type Norton Door Closers used on principal entrance doors.

Model 750 was specifically designed to blend unobtrusively with the narrow rails and stiles so popular in present-day doors. The shell is extruded from a very strong, durable, 100%-seep-proof aluminum alloy. Arms are completely concealed when the door is closed. Full rack-and-pinion mechanism offers the ruggedness, dependability and precision workmanship common to all Norton Door Closers.

Other Norton models are available to satisfy every door-closer need. Write today for full information about all models, including the new Trimline series.

Complete Norton Line Meets Every Door Closer Need

NORTON INADOR: For streamlined modern design; available with (A) regular arm and (B) holder arm...4 sizes to meet all standard requirements.



NORTON SURFACE-TYPE: For all installations where concealment is not essential.

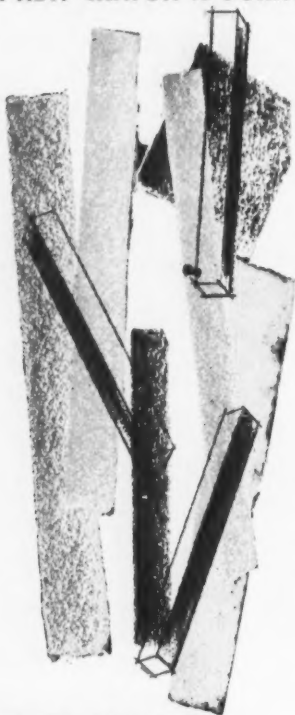


NORTON 703-N Compact surface-mounted type... 1 1/2 inch projection.

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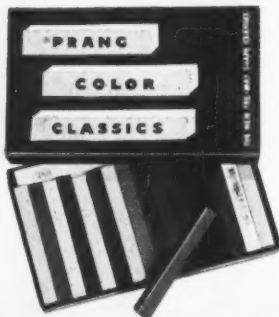
At last, the classic features of pastels in crayon form!

Prang Color Classics are wax-type crayons in the easier adaptable square shape.

Ideal for sketching, illustrating, designing and color experimenting. The new shape automatically leads to more interesting and dramatic effects.

Prang Color Classics have amazing coverage, blend beautifully and are firm and long lasting. Unlike pastels they need no "fixatizing"

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DEPT. SN-51**



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explanation of the concept of a curriculum for community education; a presentation of some of the problems involved in curriculum work; a description of the experimentation in action; and a summary of the year's NCEP activities.

Money Isn't Everything, But It Sure Does Help

WASHINGTON — "Simply spending more money isn't the answer" to better schools, says the U. S. Chamber of Commerce, "although," they add, "more money may be necessary."

To meet the accelerating demand for more scientists, more specialists, and more highly-skilled employees, without having to resort to "high-cost federal programs," the Chamber of Commerce recommends that the community make it possible for teachers to spend more time in actual teaching.

Consider hiring more teacher assistants, clerical help and part-time workers to handle non-teaching jobs, they advise. After all, "you wouldn't have a vice president of your company doing clerical work!"

Delaware Studies Financing Of State's Public Schools

NEWARK, Del. — The Delaware School Study Council has contracted with Paul Mort, retired professor of education at Columbia University, and a staff of five assistants to direct a study of the financing of the public schools in Delaware.

The study group will examine present school financing arrangements and will attempt to gauge how well fiscal policies of the past have adjusted to changing conditions.

A quality examination of a good sampling of the schools throughout the state is also planned. From this evaluation, and from a review of the effects of local autonomy on the financing and control of schools, recommendations will be drawn up regarding future financial policies.

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National's CHEM-SEARCH CONCENTRATE is the universal cleaner for every washable surface! It can be used safely on floors, walls, windows, woodwork, desks, leather and plastic upholstery, steel, porcelain, hard tiles, and other surfaces. It leaves no film, is non-abrasive, non-caustic, contains no soap, acid, ammonia or free alkali. It requires no rinsing. Use National's CHEM-SEARCH CONCENTRATE for all surface cleaning.

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GENEVA...

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York Community High School—Elmhurst, Illinois Childs & Smith, Architects and Engineers—Chicago

**Greater Durability! Lower Maintenance!
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... These are the reasons more and more school officials, architects and teachers are turning to Geneva. You will find every cabinet and casework requirement more readily filled—with a greater freedom of design—by Geneva's more complete line of standard cabinets ... and advanced facilities for custom design. Geneva's functional superiority stands out by any comparison.

NEW IMPASTO ... Geneva's exclusive textured cabinet finish in etch-line steel. New warmth in appearance with the dignity and strength of Gibraltar.

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CLEANING A 34" PATH, the new Tennant "40" sweeps congested areas at normal walking speeds

New low-cost sweeper out-performs any other sweeper of its size

You've never seen a sweeper like this... the new **TENNANT Model 40**.

It's fast... 2 to 5 times faster than a man with a broom... and it equals "big sweeper" standards of cleanliness!

Operating at speeds up to 3 mph and cleaning a 34" path, the compact Model 40 can sweep about 1,500 square feet in 5 minutes time... averages 8,000 to 18,000 square feet per hour in most plants.

It's easy to use in crowded, congested areas. Turns in its own tracks.

Space-saving design (33" clearance) is ideal for narrow aisles and enables the Model 40 to go through standard doors.

It sweeps extra clean, gives results never before possible in sweepers of this size. Powerful vacuum-and-brush system draws dirt from cracks and gets fine dust that brooms miss. Assures almost 100% dust-free work.

WRITE TODAY for illustrated bulletins, photos, and performance data on this unusual new sweeper. **G. H. Tennant Co., 729K N. Lilac Drive, Minneapolis 22, Minnesota.**



**Industry's Most Widely Used
POWER SWEEPERS**



Model 80 Sweeper cleans 53" path



Model 50 Sweeper cleans 40" path



Electric Sweeper cleans 48" path

SPECIALIZED MAINTENANCE EQUIPMENT

Private Schools, Colleges Defended by Writing Team

NEW YORK—Two recent articles in *The New York Times Magazine* seem to be urging parents not to be apologetic about a) sending their children away to college and b) sending their children to private secondary schools.

Grace and Fred M. Hechinger, the husband-and-wife writing team responsible for both of these articles, admit that less than two decades ago students who commuted to institutions of higher learning "made no secret of the fact that they would prefer to 'go away' if they could afford to," but, they imply, this situation has changed.

Apparently afraid that commuting, as a trend, will spread to the point where the private college will become an obsolete institution, they make a strong plea for the advantages of campus living.

In the second article, called "The Key Role of the Private School," the Hechingers present a series of arguments that parents with children in private schools can offer to critics who may accuse them of being "undemocratic."

Don't apologize for wanting to send your children to private school, say the Hechingers, because even the public schools approve of the private schools.

"In fact," they write, "public schools in the wealthy commuter suburbs have, by popular demand of their Ivy-League-oriented constituents, turned themselves into public college-preparatory schools cut to the private school pattern."

Private schools are not snobbish anymore either, say the Hechingers. In fact, in some of these same wealthy suburbs, "the snob dictate of living up to the Junior Joneses, in such matters as clothes and convertibles, is more compelling than in many private schools where the scholarship boy from Ohio looks and lives exactly like the alumnus' son from Tuxedo Park."

THE SCHOOL EXECUTIVE



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ON YOUR SCHOOL GROUNDS!

The new Model "F" Tractor with "Wing-Lift" control is one of the finest pieces of equipment ever made for mowing on school grounds. This efficient and versatile unit is available with either 5- or 7-gang mowers. Wing units can be raised and lowered independently, giving 3-, 4-, 5-, 6- or 7-gang cutting capacity at the touch of a control lever. Here's a mowing combination that can "eat grass by the acre" yet *still cut in areas normally mowed with power units!* With all mowers raised, the "F" can be quickly moved from one cutting location to another.

Your authorized Worthington Dealer will be glad to arrange a "NO OBLIGATION" demonstration of Worthington Equipment on your own grounds at your convenience. Or—if you wish—he'll send you complete details on Worthington's full line of large-area grass maintenance equipment. *Mail coupon today!*

WORTHINGTON MOWER COMPANY

STROUDSBURG, PENNSYLVANIA

Subsidiary of Jacobsen Manufacturing Company
Racine, Wisconsin

*The most complete line of grass maintenance
equipment in the world.*

In addition to the 5-gang unit shown, Worthington builds a 7-gang mower with "Wing-Lift" control that has a cutting capacity from 6'10" to 15'6".



The "F" is an all-season vehicle when used with a loader-snow plow combination to clear sidewalks and parking areas. The plow blade can also be used for light scraping of tracks and infields.



The Worthington Model "G" Tractor with Self-Lift Ranger can be used where a 3-gang unit will meet individual requirements. With mowers raised the unit is self-transporting from one cutting location to another.

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For complete information fill in and mail us the coupon shown. If you decide to go ahead you don't risk a cent,—you pay nothing in advance. We supply on consignment your choice of **THREE VARIETIES** of famous Mason Candy. At no extra charge each package is wrapped with a band printed with your organization's name and picture. You pay after you have sold the candy and return what you don't sell. Candy is sold at less than regular retail price. You make \$9.00 in net profit on every 30 sales of our 75¢ box. Or you can make \$12.00 on every 30 sales of our \$1.00 box (66% profit to you on cost). There's no risk! You can't lose. Mail in coupon today for information about MASON'S PROTECTED FUND RAISING DRIVES.

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Learn From the Example, Don't Imitate, Says Report

ALBANY, N. Y.—“The question is not whether to borrow and imitate, but what can be learned from the example of other (school) systems.”

This is the conclusion reached by Theodore Bienenstok and William C. Sayres, Associates in Education Research, in a recent comparative study of American, Soviet and European educational systems.

While “it is not realistic to expect that practices which work well in one system will work as well if transferred essentially intact to another system and other conditions,” says the report, the experience of one system can be of considerable value to others.

In comparing American, Soviet and European educational systems, the report urges that we take these factors into consideration:

1. Russians are interested in so-

cial reconstruction and the achievement of economic and political supremacy, while Europeans have a deep-rooted respect for scholarly pursuits and the importance of the “intellectually elite,” and Americans ascribe great importance to the individual and to “know-how.”

2. The Soviet and American systems share a dedication to universal education, while the Soviet and European systems share an emphasis on exacting academic standards, and the European and American systems share a belief in minimizing political control of the curriculum.

3. Europe is making an effort to increase the flexibility of the curriculum, while the Soviet Union is paving the way for a modification of the intensive college-preparatory type of mass training, and, in the U. S., there is a growing impetus to bolster provisions for the gifted.

Problems of Secondary Education in International Perspective is a publication of the New York State Education Department.

SE-242

a new trend* in coolers

* **NO EXPOSED FITTINGS** • plumbing connections concealed in cabinet

* **SET TIGHT TO THE WALL** • no space behind cooler to collect dirt



new WALL-TITE

Makes all other floor-type coolers passe. Not only far more sanitary but takes less floor space and is easier to install.



new WALL-MOUNT

It's a Halsey Taylor first! Mounts on wall, off the floor. Compact, easy to keep clean, no corners or crevices to catch the dirt.

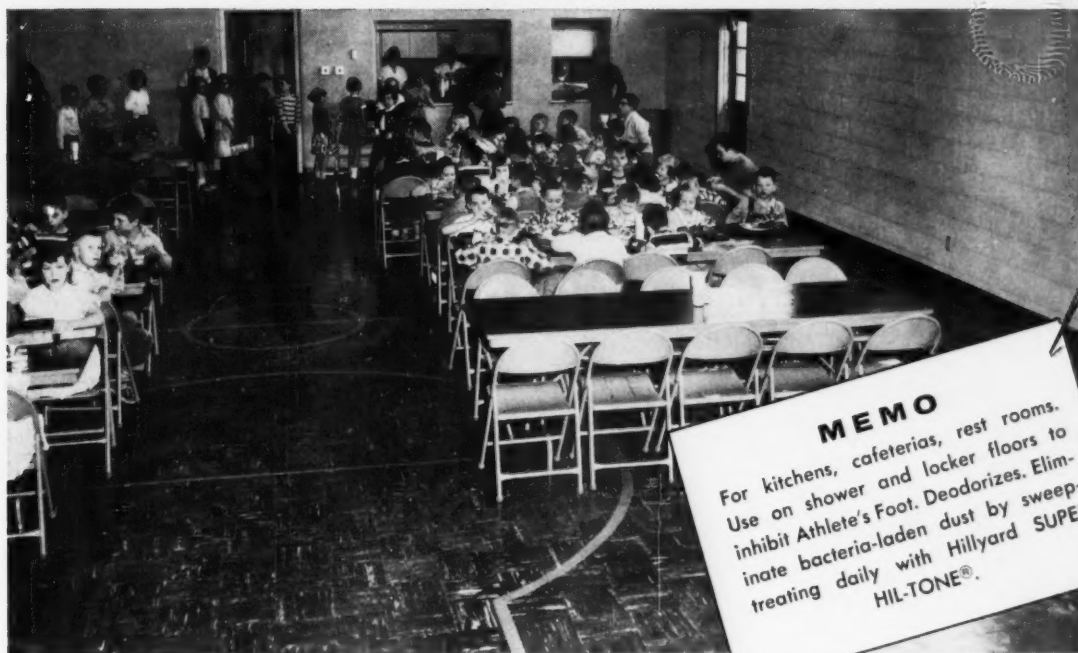
Both of these models come in 6, 11 or 16 gallon capacities. Write for further information

See Sweet's or consult the Yellow Pages

The Halsey W. Taylor Co., Warren, O.



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MEMO
For kitchens, cafeterias, rest rooms.
Use on shower and locker floors to
inhibit Athlete's Foot. Deodorizes. Elim-
inate bacteria-laden dust by sweep-
treating daily with Hillyard SUPER
HIL-TONE®.

CLEAN-O-LITE

✓ gets the dirt you can see

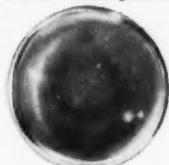
Safe fast cleaning action for any floor or surface. CLEAN-O-LITE removes 99.2% of surface dirt and soil for "complete soil removal" (according to laboratory and field tests). At the same time, in the same cleaning operation...



When you use ordinary cleaners, scrub pails and mops are dangerous bacteria breeding areas.

✓ gets germs you can't see

Reduces bacteria to a safe level for public health. Has a residual effect — spilled aqueous liquids re-activate its bactericidal properties.



CLEAN-O-LITE controls bacteria at safe levels.

✓ does both at the cost of one

This one-step detergent Cleaner-Sanitizer works fast and efficiently. Leaves no soap scum. Eliminates rinse. Trims hours and dollars from your cleaning operation. It's non-damaging to any flooring. Use this one product for cleaning all surfaces and get the extra benefit of sanitizing at no extra cost.

Ask the Hillyard "Maintaineer®"

to demonstrate and recommend proper methods of application and dilution. He's a trained floor treatment expert. His services and suggestions can save you labor and material costs. He's "On Your Staff, Not Your Payroll".



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☐ Please give us sample and literature on CLEAN-O-LITE.

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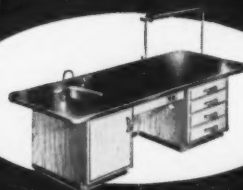
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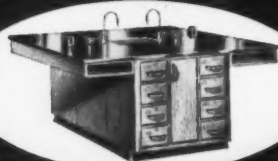
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SPOTLIGHT

Empire State Building Host To NY Children's Exhibit

NEW YORK—More than 600 exhibits constructed by New York's school children were on view in the Empire State Building recently as part of a presentation entitled the "Know Your City" exhibit.

The water colors, oil paintings and cardboard models represented various New York landmarks, as seen through the eyes of elementary and junior high school students.

Classroom television receivers were presented to one parochial and three public schools whose exhibits were judged the most interesting and artistic. Another 44 exhibits received commendations.

NYC Libraries, Museums Caught in Financial Pinch

NEW YORK—Though New York City devotes one-fourth of its total expense budget to education, the city's libraries and museums have been forced to curtail their activities because of a lack of funds.

Public library branches in New York City "are open fewer and fewer hours," reports the *New York Times*, "whole floors of museums are darkened much of the time, and educational activities at these institutions have had to be restricted sharply."

There are 10 fewer persons on the custodial and teaching staffs of the Museum of Natural History than there were two years ago, the newspaper says, and only 1,300 out of 5,000 requests from schools for guided tours of the building could be accommodated this year.

Soviet Journals Available From International Press

NEW YORK—International Arts and Sciences Press has announced the availability of two Soviet journals, "Problems of Economics" and "Soviet Education," in English translation.

"Problems of Economics," the journal of the USSR Academy of Sciences, circulates around 43,000 cop-

THE SCHOOL EXECUTIVE

ies per month in the USSR.

"Soviet Education," the journal of the RSFSR Academy of Pedagogical Sciences, has a circulation of around 47,000 in Russia.

Not the Great Sports Nation We Think, Convention Told

PORTLAND, Ore.—We are not the great sports nation we would like to think we are, Avery Brundage, president of the International Olympic Committee, told the 74th national conference of the American Association for Health, Physical Education and Recreation.

In fact, Mr. Brundage said, "If it weren't for our great Negro athletes, we wouldn't even be in a secondary position in world athletics."

The Olympic head also made mention of the deterioration of our college athletics. "Our system of college education," he said, "was founded on religious training that grew out of medieval attitudes of glorifying the spirit and spurning the flesh."

It is because college athletics had to be initiated by students and alumni rather than by educators that it has become the commercial entertainment it is today, he said.

Other speakers at the conference called attention to the fact that, despite the outstanding professional athletes in the United States, the level of fitness for the public is at an all-time low.

Discussing sports outside of the college and professional arena, George Hjelte, general manager of the department of recreation and parks in Los Angeles, presented the following breakdown:

Out of 100 million available adults, 32 million participate in fishing, another 32 million in dancing, 18 million in bowling, 16 million in hunting, 11 million in baseball or softball, 8 million in ice skating, another 8 million in golf, 7 million in badminton, 6 million in pool or billiards, 5 million in horseback riding, 4 million in tennis, another 4 million in volleyball, and 3 million in skiing.

September, 1959



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R-W Folding Partitions effectively and economically solve the problem of dividing space and allow you to efficiently utilize every available foot of valuable floor space. Ideal for dividing gymnasiums, auditoriums and classrooms to meet the changing needs of various sized groups. R-W sound insulated Folding Partitions can be furnished in all types and combinations of wood, vinyl, metal or duck covering to meet your decorating plan. Available in a type and size to meet almost any conceivable situation . . . manually or electrically operated.

Contact your local R-W Sales-Engineer . . . he will survey your problem and recommend the right type and size "FoldoR-Way" Partition to do the job . . . there's no obligation involved for this R-W service.

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NEAT! wardrobe closure for classrooms

Here, PELLA WOOD FOLDING DOORS eliminate the congestion and confusion of "hall-type" wardrobes. Open space at bottom permits circulation of air when the doors are closed. Sturdy construction stands up under hard usage. Use also as space dividers. Available in 6 fine wood veneers: BIRCH • WHITE ASH • OAK • PINE • AMERICAN WALNUT • PHILIPPINE MAHOGANY.

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SPOTLIGHT

Future's Leisure Activities Will Center Around Home

MILWAUKEE—The most significant feature of tomorrow's leisure activities will be a concentration of these activities around family living, Olga P. Brucher, retiring president of the American Home Economics Association, told over 4,000 professional home economists gathered here for the AHEA's Golden Anniversary session.

This concentration, she said, will call for adult education programs designed to help families direct leisure time into constructive channels. Miss Brucher is dean of the College of Home Economics at the University of Rhode Island, Kingston, R. I.

When the AHEA was founded, 50 years ago, only about 8,000 American women were attending college. Today, approximately the same number, majoring in home economics alone, graduate each year, and fully half that many were on hand for the AHEA's annual meeting.

The women spent four days in business sessions devoted to discussions of family economics, child development, food and nutrition, and the latest developments in the care of clothing and household equipment design. In addition, some 225 nationally-known companies exhibited their products or services.

A special feature of the annual meeting was the presentation of honorary memberships in the Association to Eleanor Roosevelt and Conrad A. Elvehjem, president of the University of Wisconsin.

At a press conference preceding the conferring of these honors, Mrs. Roosevelt reminded us that, as a nation, we are still not fully prepared for the job we have to do. She cited, for example, the fact that a Soviet representative to a foreign country always has a knowledge of the language of that country.

In a statement of philosophy and objectives, the AHEA concluded its '59 gathering with a challenge to home economics educators to focus instruction on "development of the

THE SCHOOL EXECUTIVE



Schools Finance Projects with Profits from Popcorn

Small schools, large schools—schools with as few as 175 students, as many as 1700—report operation easy, profits high, and pet projects close to reality.



Across the nation, schools are finding it easy to raise additional funds for the much-wanted "extras" that school budgets seldom include—simply by selling popcorn at various school functions!

SCHOOL PROJECTS VARY

Currently, hundreds of schools are using their popcorn profits to purchase such varied items as band uniforms, motion picture projectors and screens, sports equipment, hi-fi phonographs, and television sets.

The machine they are using is the Manley Vistapop, a semi-automatic unit that pops fresh, hot popcorn in full view of customers. It is completely self-contained, requires less than nine square feet of floor space, and can be operated by your students after a few minutes' instruction.

MACHINE PAYS FOR ITSELF

Many schools finance the machine through their P.T.A. organizations or similar groups, but the Vistapop soon pays for itself with profits averaging as much as 75% of the gross sales!

SELLS AT MANY OCCASIONS . . . VARIOUS LOCATIONS

Operated by students, a school's Manley Vistapop popcorn machine finds eager patrons at school carnivals and class parties . . . football, basketball and baseball games . . . in the lunchroom and after school hours.

MORE INFORMATION AVAILABLE

The amazingly simple—and pleasingly profitable—operation of the Manley Vistapop® popcorn machine makes it a natural to raise funds for your school's projects. Send today for full details on how it has worked for other schools and how it can work for yours. Simply clip, complete and mail the coupon below. Be sure to check the second box if you wish a Manley representative to call on you.

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1920 Wyandotte Street
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competences important to the pattern of effective living."

The special committee report called for an educational program designed to reach persons of varying ability, to increase public understanding of home economics, and to extend home economics to other countries.

Executive Training Theme Of Buffalo Conference

BUFFALO — "Administrative Training and Executive Development in Other Fields" was the theme of the 13th annual national conference of Professors of Educational Administration, held at the University of Buffalo here.

General sessions were devoted to discussions of selected programs and activities in administrative training in industry, in graduate schools of business, in hospitals, and within the Federal Government.

Afternoons were given over to meetings of interest groups concerned with theory, community development, organization, law, personnel administration, certification, recruitment, communication, values, and internships.

Films developed by the army and by industry for administrative training purposes were shown during the week.

"Gold Cards" Pay Tribute To Retired Staff Members

SPRINGFIELD, N. J.—Each retired staff member of the Union County Regional District here is now awarded a "gold card" which admits him to all events sponsored by the school system.

The card, along with a scroll from the Board of Education, is presented to each staff member at a special ceremony in honor of his retirement.

THE SCHOOL EXECUTIVE

AIRKEM ANNOUNCES NEW SCHOOL PROGRAM TO ASSURE HEALTHIER ENVIRONMENT



Are you prepared to fight this kind of absenteeism?

You will be with the new Airkem program. Because here is the first feasible and economical approach to environmental sanitation in the school field. Here's what it will do for you:

Provide complete 3-way cleaning in one operation

Reduce danger of cross infection

Cut pupil absenteeism due to sickness

Lower maintenance materials costs

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Add an air-freshened effect to stuffy crowded indoor areas.

Old and new schools alike across the country are adopting this new scientific

approach to developing a healthier school environment. A single demonstration on a "you-name-the-area" basis is usually all the proof that's necessary. Take your choice of gym, locker room, cafeteria, restroom or ANY OTHER AREA that's creating a problem. You'll see the results in the gleaming brightness of a room that's truly clean. There's not a trace of dirt or soil-film—Disease-causing bacteria are destroyed. Even the air itself has a rain-washed freshness.

Your satisfaction with this new program is guaranteed by your local Airkem representative. He's a trained specialist backed by years of experience in environmental sanitation. As an independent business man, his future depends on pleasing you. He's only as far away as your 'phone. Why not give him

a call? Or, if you'd prefer, just fill out the attached coupon and we'll do the rest.

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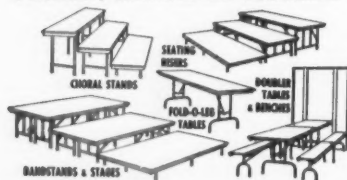
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SPOTLIGHT

Thought Given to Recruiting 15-Year-Olds into Nursing

LONDON—*The School Government Chronicle and Education Review*, an independent British education journal, reports that much thought has been given recently to the idea of recruiting 15 or 16-year-old girls into nurses training.

The majority of young people in England and Wales leave school at the end of the term following their 15th birthdays. This leaves a gap between the end of full-time schooling and the beginning of full-term employment.

Recruiting girls at 15 or 16 would help to fill in this gap. The training would give them "the great satisfaction of helping, of being useful, of seeing real work done for real patients and of being approved rather than merely tolerated," says the journal.

City Children Lost 9 Days From School in 1957-58

WASHINGTON—City children lost an average of nine days from school during the 12 months ending June 30, 1958, the Public Health Service reports, while rural non-farm children lost 7.8 days and farm children lost 7.3 days.

A school-loss day is defined as a day when a child would have been going to school but did not because of an illness or an injury. The Public Health Service tabulates school-loss days for all children between the ages of six and 16.

Girls experienced a higher rate of school-loss than boys, the tabulation shows, but the Public Health Service points out that the difference was not significant enough to justify any conclusions.

The school-loss rate was at its peak during the October to December quarter, a result of the Asian Influenza epidemic.

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The powerful specially designed CHALKMASTER cleaner helps put an end to chalk dust. Unique suction head removes all dust from erasers—also cleans chalkboard and chalk trough. Dust collected in disposable bag. Send for Form B-65.



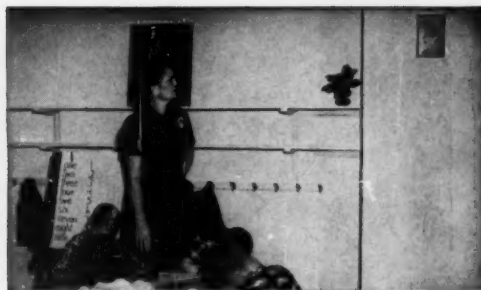
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From his desk, Dr. J. C. Witter, Superintendent of Schools, Caney, Kansas, is in instant two-way conversation with teachers.



Teacher saves steps; she answers calls from any point in room. Call from principal is announced by bright red privacy light. Teacher can also call principal.



Portable amplifier and loudspeakers provide P.A. facilities for the auditorium, gym and athletic field . . . including announcements to spectators.

For schools with low-budget problems

Executone provides complete communications, classroom privacy

Caney, Kansas, schools get all the many features of expensive console sound systems with simplified, low-cost Executone intercom. This inexpensive, all-purpose system saves time and energy for teachers and principal, increases administrative efficiency. Schoolwide announcements can be made from the principal's desk. School programs, recorded music, speeches, special events, emergency dismissals, every form of sound system transmission can reach all school areas, as well as individual classrooms.

You get these plus advantages with Executone:

- **Lower Cost**—Expensive console features now possible with new simplified wiring circuit.
- **Easy to Operate**—No complicated, confusing control panels.
- **Easily Installed** in existing schools. In new construction, additional savings possible on wiring.
- **Small Initial Investment**—Starting with intercom, schools can add sound system features as required.
- **Space Saving**—Principal's compact control station needs only small fraction of space required by console.

More time for teaching! Teachers like the system. It saves them steps, time and energy . . . so students benefit, too! Find out what Caney schools have learned . . . how Executone School Intercom can improve *your* school administration. Just send coupon for more information.

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SCHOOL COMMUNICATION SYSTEMS

Manufacturers of School-to-Home telephone equipment for shut-ins

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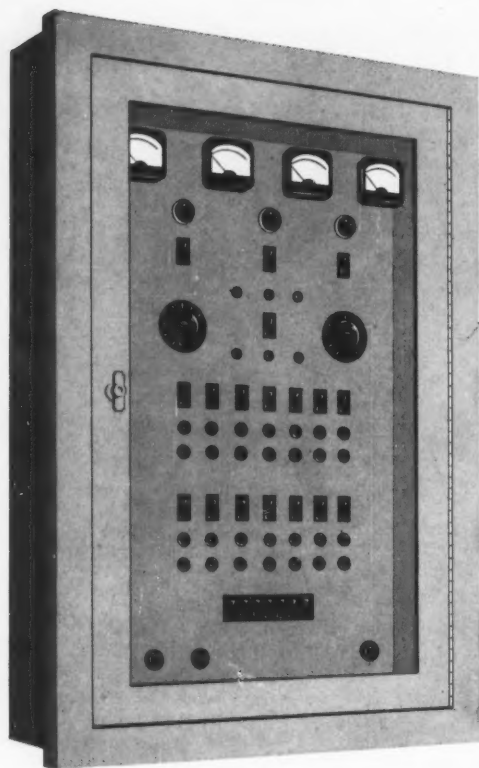
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Statistically Speaking

• Paperbound textbooks accounted for 24 percent of all textbooks on the elementary level in 1958, but only five percent at the high school level and 13 percent at the college level.

• Three out of four students replying to a recent questionnaire felt information given a high school counselor should be regarded as confidential, but more than half of the principals and 61 percent of the teachers reported that such information was made available to others.

• In Nov., 1958, 13.8 percent of all junior-year students in the nation's colleges and universities were majoring in the biological and physical sciences and mathematics. Of these, 20.2 percent were women.

• College-educated family breadwinners living in metropolitan Detroit enjoyed a six percent increase in income during 1958, while those with less than seven years of formal schooling suffered a 19 percent drop.

Sound Systems Displayed At Electronic Parts Show

CHICAGO—Two centralized sound systems, specifically designed for school use, made their debuts at the 1959 Electronic Parts Distributors Show. The show was sponsored by the National Electronic Distributors Association, an organization of 614 distributing firms.

The Bogen-Presto Company displayed a sound system console complete with AM/FM radio tuner, 30-watt power amplifier and a 4-speed automatic record player. A switch bank, allowing operation of the system in any or all of 25 classrooms, is adaptable for use in buildings containing up to 75 rooms.

According to Mortimer S. Sumberg, Bogen products sales manager, the free-standing unit is designed to accommodate larger amplifiers and additional auxiliary equipment. The console, measuring 51 by 21¾ by 14-inches, lists for \$1,100.

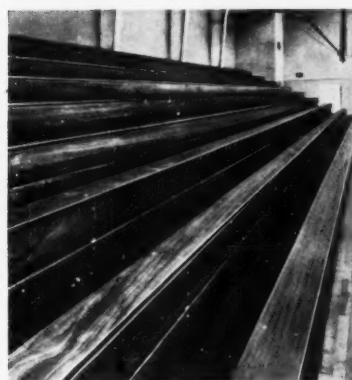
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Now... Choose from 3 basic Wayne gymnasium seating systems to meet your budget

Match your seating to your dollars and save. Choose from a complete line by the world's largest manufacturer of *spectator seating*.

With economy as the watchword in today's new school construction, it will pay you handsomely to look into the *only* line of gymnasium seating that offers a choice of three budget ranges... an outstanding, efficient seating system for each! Every Wayne model is engi-

neered with the important attention to detail that assures longer life, smoother performance, lower maintenance costs... more seating efficiency for your money! Check these three Wayne values before you decide on *any* seating at *any* price! Write for catalog data today!



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WAYNE MODEL 70 ROLLING GYMSTAND

Continuous-seating, automatic power operated stands! Seat and foot boards in one unbroken sweep of magnificent mahogany or Douglas fir... *one gymstand* the length of your gym. This advanced Wayne design uses every inch of seating space, increases capacity up to 10%. Fully automatic; glides open or closed at the flip of a switch. This Wayne exclusive is installed in some of America's finest schools.



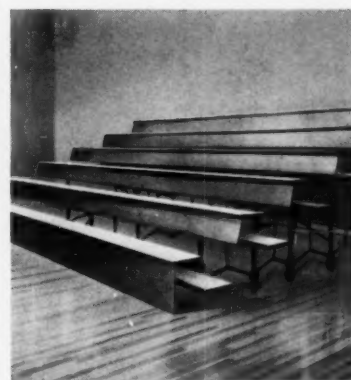
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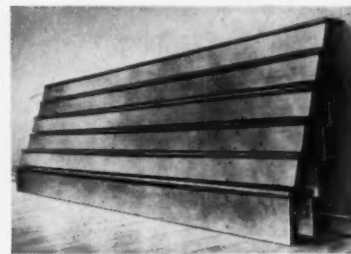
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WAYNE MODEL 50 ROLLING GYMSTAND

Big favorite in value-packed luxury seating, the model that made the Wayne name famous in spectator seating. Features include: Wayne vertical front design, smoother, easier operation, uniform load distribution, completely closed risers, fine woods, finished to a rich lustre, and other Wayne engineering advantages. Feature for feature, dollar for dollar, this is truly the champion in conventional gymnasium seating.



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Another Wayne exclusive! *Folding Bleacher*-type seating engineered from the wheels up for long trouble-free life, easy operation and maximum seating. Enameled steel, diagonally cross-braced rock-solid understructure, gleaming finished woods. Investigate the Model 30 now and let us show you its dollar-in-hand savings over any price quotation offered you on any *folding bleacher* anywhere.

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ROLLING GYMSTANDS • FOLDING BLEACHERS • FOLDING PARTITIONS • BASKETBALL BACKSTOPS • OUTDOOR PERMANENT GRANDSTANDS • PORTABLE BLEACHERS

September, 1959

99

CLEAN and STERILIZE

in minutes---

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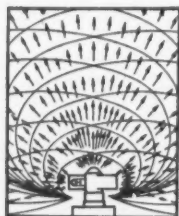
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"Its Pedal Operation" is as simple as stepping on the gas pedal of your car

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... wherever Refuse Cans — Mixing Kettles — Stock Pots — Milk Cans — Insulated Carriers or any Large Containers need cleaning and sterilizing — It does the job Faster, more thoroughly and with the greatest emphasis on Sanitation — Pays for itself quickly. It permits the use of Hot Water, Cold Water and Steam — in any combination or sequence — Operates with either High or Low boiler pressures — Easily Installed with standard fittings.



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Patented 3 Directional, Pressure Propelled, Cyclonic Jet Spray Nozzle Scours And Sanitizes Every Minute Area In A Matter Of Minutes — It Is Truly Revolutionary!

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SPOTLIGHT

A variation of Model ss-315, a 2-channel school communications system manufactured by the Stromberg-Carlson Company, was also shown at the show. The improved console features a 30-watt program amplifier as well as program selection from radio tuner, record player, three remote microphones and an external tape recorder.

The console, which measures 43 by 37 by 20-inches, has a full-width deep working shelf. Two room-switch panels may be expanded into three additional panels for communication with up to 75 classrooms.

Homebound Get Instruction Via FM Radio Broadcasts

NEW YORK—The Board of Education's "High School of the Air for Home Instruction" celebrated its 10th anniversary here recently with a special commemorative program.

The school gives complete and planned secondary school courses by FM radio to students who are unable to attend regular classes because of illness or other disability. Radios are supplied to students who are without them.

The school even publishes its own literary magazine six times a year. The magazine has twice won first place awards in the annual Columbia Scholastic Press rating.

Harvard Medical School Announces Tuition Boost

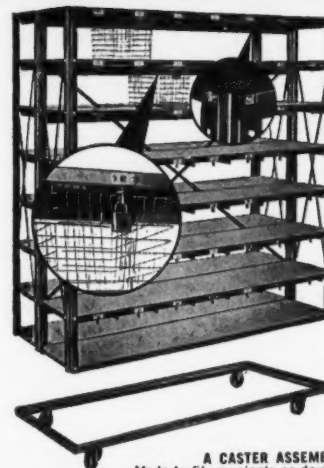
CAMBRIDGE, Mass.—Tuition rates at the Harvard Medical School and School of Dental Medicine have been raised from \$1,000 to \$1,250 a year.

George P. Berry, dean of the faculty of medicine at Harvard, pointed out that the total expenditure of the schools rose 166 percent in the past 10 years, while endowment increased only 99 percent.

For many years, the income from tuition paid by medical and dental students at Harvard—in fact at all medical and dental schools—has

Any Size GYMNASIUM BASKET RACKS

WITH RECESSED HASPS



A CASTER ASSEMBLY Made to fit any single or double rack, may be added or removed at any time.

Insist on Neubauer Basket Racks for these exclusive features:

1. Rigid twin-post corners make the whole rack stronger,
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 3. Easier assembly, hasps and dividers installed at the factory,
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with beautifully finished end panels, can be furnished in any size to fit your room dimensions. Baked enamel colors are green, grey, tan and beige.

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CLARKE FLOOR MAINTAINER



FM-17 17" brush diameter, 3/4 h.p. motor. Also 14", 15" and 20" sizes.

has everything you've wanted
in a floor machine

**EASY, WHISPER-QUIET
OPERATION**

**FAST, COST-CUTTING
PERFORMANCE**

FM-17 with solution tank.

This new Clarke meets every need — fits the requirements of all types of buildings, all kinds of floors, traffic conditions and hours of usage. It's the result of years of research and it combines all the features everyone has always wanted in a floor machine — for instance:

- First, this new beauty does the complete job — it scrubs, polishes, steel wools, dry buffs, disc sands and grinds — even shampoos rugs and carpets.
- Its exclusive, power packed, totally enclosed motor, designed especially for the new Clarke, drives the brush at rated speed on any 15 amp circuit even when steel wooling wet floor seal or disc sanding.
- It's whisper-quiet — so quiet you'll wonder whether it's really working.

- It's perfectly balanced for easy handling.
- Its low overall height — only 10 7/8" — permits working beneath low furniture and fixtures.

Besides all these, the new Clarke offers such other important features as rugged construction, fully adjustable handle, dual control switch for operation with either or both hands, new electrically controlled solution feed for scrubbing and shampooing. And, the machine does every maintenance job better, faster, at lower cost.

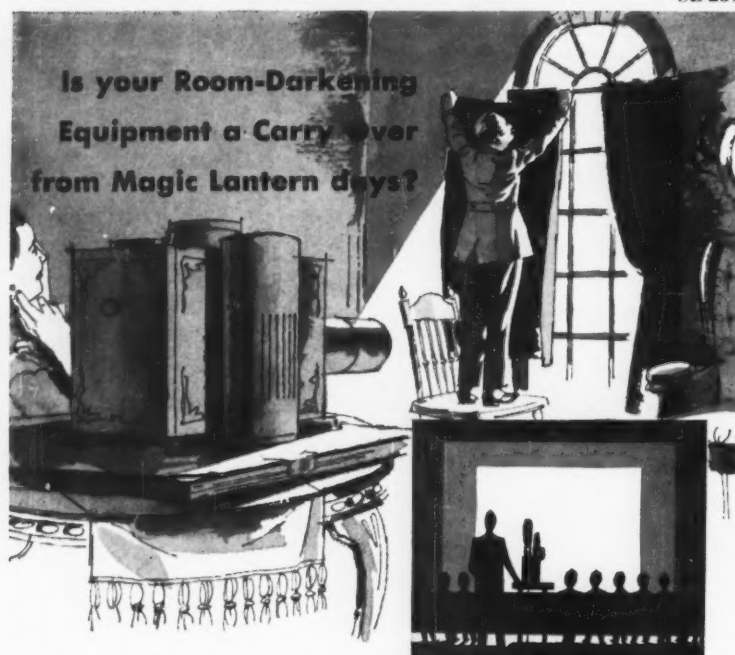
Ask your Clarke distributor to prove it by demonstrating the new Clarke maintainer on *your* floors. Or, write today and we'll arrange this for you.

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FLOOR MACHINE COMPANY
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THE BEST KNOWN NAME IN FLOOR MACHINES

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**The Beautiful Dura-Decor
"family of fabrics"
provides proper opacity,
requires no maintenance**

Decorative, functional A-V Room-Darkening Drapes of Dura-Decor are easily installed, require no maintenance, permit circulation of air, provide proper opacity, are proof against mechanical failure.

Especially designed for A-V Drapes, Stage Curtains, Cycloramas and other school uses, the permanently fire-resistant Dura-Decor "family of fabrics", made of coated Fiberglas† never stretches, shrinks, fades or breaks.

In a variety of beautiful colors and six different styles—two embossed finishes, four flat finishes including a duplex style with decorative color one side, neutral beige the other, for "lined look" drapes and reversible cycs—there is a Dura-Decor fabric to properly do your job, whatever it is!

*Trademark property of Duracote Corporation. †T.M. Reg.

Write for illustrated catalog and swatches of the DURA-DECOR "family of fabrics"...and for the name and address of the Major Decorating Studio nearest you qualified to fabricate and install
DURA-DECOR Fabrics. Write Dept. 142

• Trademark

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COATED FIBERGLAS

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DURA-DECOR Fabrics are used for Stage Curtains • Cycloramas • Window Drapes • Curtains for Wardrobe Openings • Protection Curtains • Room Dividers • A-V Room-Darkening Curtains • Reversible Cycloramas • Gym Floor Protection Covers

SPOTLIGHT

fallen short of the actual costs of instruction. Current estimates place the 4-year cost of a medical education at Harvard at about \$13,000, and the cost of a dental education at about \$20,000.

Of these sums, the student a few years ago was paying about 24 percent, but in recent years, said Dr. Berry, the student's contribution has fallen to about 17 cents on the dollar, the schools making up the remaining 83 cents.

Quigg Newton, president of the University of Colorado, stressed the high expense of a medical education in a speech before the National Fund for Medical Education recently. A medical education is the single most expensive academic program at any university, he said, normally consuming 25 to 40 percent of the entire budget.

This high cost is understandable, Dr. Newton said, in terms of the magnitude of a medical education, and of the numerous advances made in medicine in recent years.

"As new instruments and new techniques are developed," he said, "it becomes necessary for our medical schools to adapt" to them. He cited the electron microscope as an example of an expensive new development.

29% of All College Men Married, Census Shows

In 1957, according to the latest report by the Census Bureau, 29 percent of male college students and 10 percent of female students were married and living with their spouses.

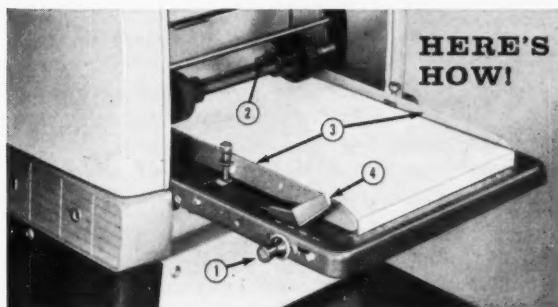
If students in the professional schools, 20 to 34 years of age, are included, the percentages are even higher—41 percent of all male students and almost 18 percent of female students being married.

Of part-time male students, 65 percent were married; of part-time female students, 27 percent were married. Of students attending full time, 17 percent of the men and four percent of the women were married.

THE SCHOOL EXECUTIVE



NEW DITTO® SURE-FEED SYSTEM FEEDING MECHANISM MAKES EVERYONE AN EXPERT!



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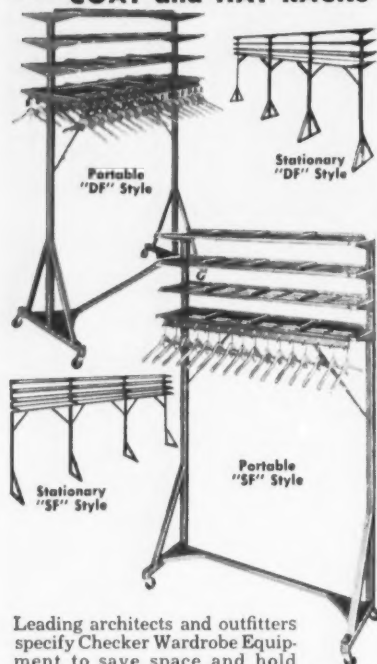
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Checker® COAT and HAT RACKS



Leading architects and outfitters specify Checker Wardrobe Equipment to save space and hold wraps in an efficient, sanitary and orderly manner. Hats rest on high ribbed, slotted shelves. Spaced hangers keep coats apart, open to light and air, visible and instantly available. SF Style units accommodate 4 or 5 persons per foot. DF style units accommodate 8 or 10. 3'2", 4'2" and 5'2" long "portable" units go wherever needed on large casters. "Stationary" units come on glides and can be anchored to floor. "WM" Style racks mount directly on any wall. All Checker racks are correctly engineered to interlock on left or right and to stand up under a full load. They will not tip over, sag, sway, creak or wobble. Built for lifetime service of strongly welded heavy gauge steel and square tubing and beautifully finished in modern baked on colors. They are vermin-proof and fireproof.

Style WM wall RACKS



Exclusive Checker Features



Write for Bulletin CK-51

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SPOTLIGHT

Journal Digest

VIRGINIA JOURNAL OF EDUCATION:

"The Special Session of the Legislature . . . has enacted the recommendations of the Perrow Commission . . . substantially in the same form in which they were presented to the General Assembly. In order to prevent integration, the laws enacted will permit a city or county, after 30 days' notice, virtually to abandon all public schools. It is hoped that circumstances will not develop to make it necessary to take this drastic step."

WISCONSIN JOURNAL OF EDUCATION:

"Some of the strongest and most vocal opponents of federal support to education admit that the schools need more financial assistance, but they fear federal control. Using the argument is either an excuse to avoid support to schools or a means to frighten the people."

MINNESOTA JOURNAL OF EDUCATION:

"There is a need for a complete study of school problems at all levels. This study should not only consider curriculum but also the coordination of higher education problems with those of elementary and secondary schools."

SOUTH DAKOTA EDUCATION JOURNAL:

"It is the right, responsibility, and power of the board of education to employ or discharge teachers. This fact has never been questioned, but the wide variety of procedures used has created hardships for many teachers and for boards of education. The difficulties arise from misunderstanding, lack of information, and failure to recognize and use sound ethical practices."

ALABAMA SCHOOL JOURNAL:

"The present tax burden in Alabama is comparatively low . . . Alabama's rapidly expanding economy, the developments of our waterways, spe-



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Game crowds will produce the profits that can be used by any school in a hundred ways. Just serve 'em popcorn, popped in a CRETORS POPCORN MACHINE. No other food is as popular. No other money-making enterprise gives your school such a high return for such a small investment.

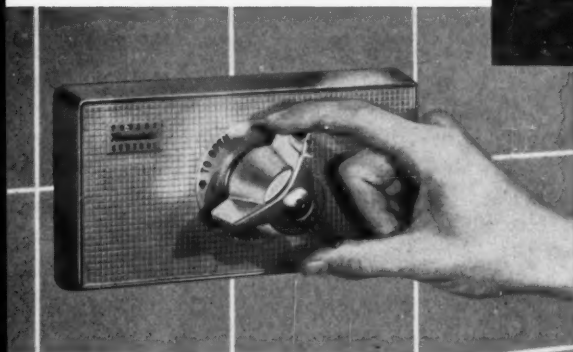
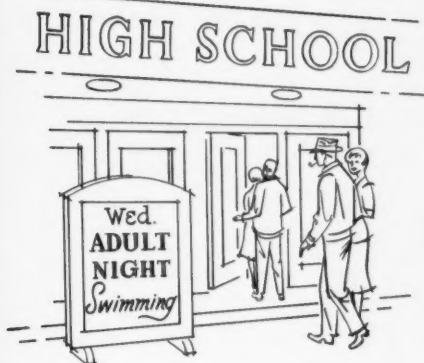
Write for "The Popcorn Profit Story" and illustrated literature. Delayed payment plans available.

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On adult night, mom and dad get an excellent idea of what their school dollar is buying in terms of education, recreation and safety. They use and evaluate the facilities . . . and the shower system is no exception.

Here, where supervision is difficult, safety depends on automatic protection. This is the reason why so many safety conscious schools have installed Hydroguard Individual Thermostatic Shower Controls.

Hydroguards protect against scalding due to supply water fluctuation. Even if turned to full hot, water is held

to within a safe temperature. Should the cold water fail, showers instantly shut off. Each bather enjoys personal safety and comfort — provided by an individual, single-dial control that is as fool-proof as it is simple to operate.

What do parents think of these showers? They think they are relaxing and refreshing, but most of all, a sound investment in school safety.

To learn more about Hydroguard protection, request the Powers booklet on *Safer Showers* and ask to see the slide film on *Safe Shower Systems*.

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*Specialists in Thermostatic Controls
Since 1891*

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- ☐ Send illustrated booklet, "Safer Showers".
- ☐ Arrange for showing of new slide film, "Safe Shower Systems"

Name

Title

Address

SPOTLIGHT

cialized military installations and other factors assure an era of unmatched prosperity in Alabama in the years immediately ahead. We are indeed able to invest more of our income in the education of youth."

Police Academy Conducts Teacher-Training Institute

NEW YORK—The New York City Police Academy recently conducted a 2-week teacher-training institute for 24 visiting policemen from Tunisia, Iceland, Iran, South Korea, Honduras and Liberia.

The students were foreign policemen on tours of American police departments as State Department guests. Visual and audio aids, playlets and demonstrations of the proper handling of firearms, explosives, juveniles and police cars were the teaching techniques stressed.

Police-management training in New York City includes seminars on planning, psychology, psychiatry and the ecology of the city. The Academy also gives annual brush-ups.

NY Schools Need 13,000 New Teachers Next Year

ALBANY—New York State public schools will need almost 13,000 additional teachers in 1960-61, but only 6,700 newly-prepared teachers from the institutions of this state are expected to enter the profession in New York.

This means that New York will have to recruit over 6,000 teachers from other states and from non-public schools for the 1960-61 school year. A similar pattern is expected until 1966-67.

These figures and projections were reported by the New York State Education Department, which recommends that teacher training facilities in the state be expanded.

CONFERENCE CALENDAR

SEPTEMBER

28-Oct. 2, **National Recreation Assn.** At Chicago, Ill. Ex. Sec: Willard B. Stone, 8 W. Eighth St., N. Y. 11.

OCTOBER

2-3, **New Hampshire School Foods Service Assn.** At Portsmouth, N. H. Pres: Marjorie A. Morse, N. H. School Foods Service Assn., Keene, N. H.

6-9, **Natl. Council on Schoolhouse Construction.** At Kansas City, Mo. Ex. Sec: W. D. McClurkin, Peabody College, Nashville, Tenn.

11-15, **Association of School Business Officials.** At Miami Beach, Fla. Ex. Sec: Dr. Charles W. Foster, 1010 Church St., Evanston, Ill.

19-23, **American Public Health Assn.** At Atlantic City, N. J. Ex. Sec: Dr. Berwyn F. Mattison, 1790 Broadway, N. Y. 19.

23-24, **Department of Rural Education, NEA.** At Seattle, Wash. Ex. Sec: Howard A. Dawson, 1201 16 St. NW, Washington, D. C.

25-28, **County and Rural Superintendents, NEA.** At Seattle, Wash. Ex. Sec: Howard A. Dawson, 1201 16 St. NW, Washington, D. C.

NOVEMBER

3-5, **Natl. Assn. of Public School Adult Educators.** At Buffalo, N. Y. Ex. Sec: Robert A. Luke, 1201 16th St. NW, Washington 6, D. C.

5-8, **Adult Education Assn.** At Buffalo, N. Y. Ex. Sec: Glenn Jensen, 743 N. Wabash Ave., Chicago 11, Ill.

8-14, **American Education Week.** Theme: Praise and Appraise Your Schools.

12-13, **National Organization on Legal Problems of Education.** At Cleveland, Ohio. Ex. Sec: Roger M. Shaw, Kent State University, Kent, Ohio.

16-20, **International Automation Congress and Exposition.** At New York City. Man. Dir: Richard Rimbach, 845 Ridge Ave., Pittsburgh 12, Pa.

25-28, **National Council for the Social Studies.** At Kansas City, Mo. Ex. Sec: Merrill F. Hartshorn, 1201 16 St. NW, Washington, D. C.

DECEMBER

7-11, **American Vocational Assn.** At Chicago, Ill. Ex. Sec: M. D. Mobley, 1010 Vermont Ave. NW, Washington 5, D. C.

SE-264

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FOR NEW EASE IN DISH HANDLING!...

Dish Caddy is superior in performance as well as economy. It ends breakage of dishes in transfer, handling easily, even with a full load. STORES NEATLY UNDER SERVING COUNTER, eliminating unsanitary storage shelves. Construction is all welded stainless steel with translucent plastic covers.



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The line features Service Caddys for every need . . .



as well as a large group of Utility Caddys.



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the last word in large scale dish, tray and rack handling.

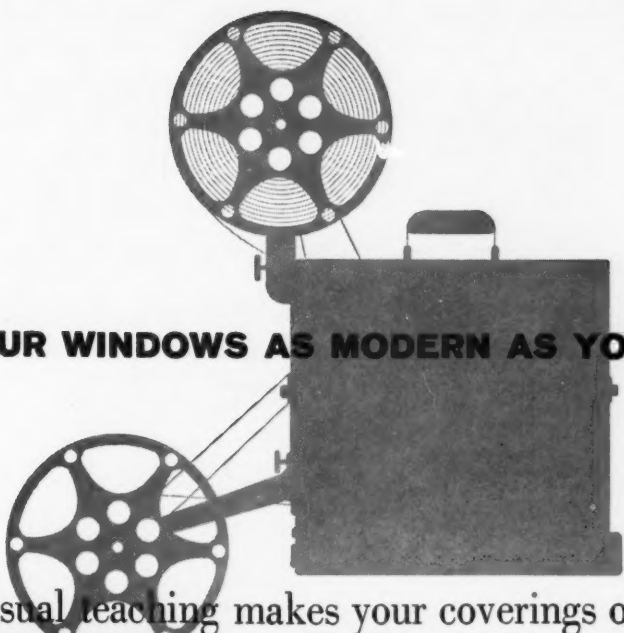
For further information write for folder group SE-33



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SECAUCUS, NEW JERSEY



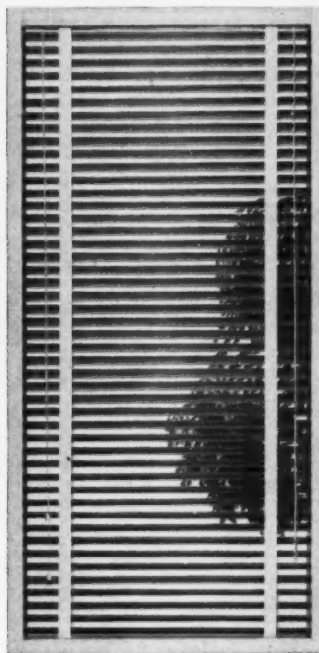


ARE YOUR WINDOWS AS MODERN AS YOUR METHODS?

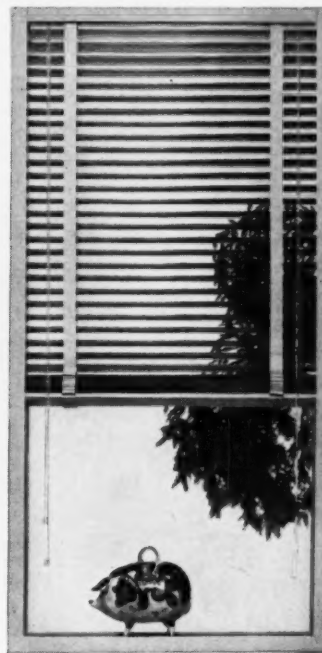
Audio-Visual teaching makes your coverings out of date unless...



**THEY MAKE ANY ROOM BLACK-OUT
DARK IN SECONDS...EVEN AT NOON!**



**YET GIVE AN INFINITE
RANGE OF LIGHT CONTROL!**



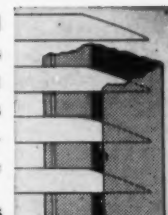
**AND COST LITTLE TO START
WITH...LESS TO MAINTAIN!**

Sure, black-out coverings get the room dark. But they don't cut down on glare. Sure, conventional coverings control daylight. But they don't achieve an effective black-out. That's why both are as out of date as a one-room school! Only Flexalum Audio-Visual blinds can give you the precise light control you need for everyday class activities... and *also* plunge the room into absolute darkness for Audio-Visual teaching. Reasons: Flexalum is made with more slats, which means greater overlap—plus special light channels which keep light out around the sides. All this and you *save*, too. Because Flexalum also gives more years of service than any other type of window covering... *a promise we back with a five-year written guarantee.* Look into Flexalum for your school.

Write for test results and specification data to: Bridgeport Brass Co.—Hunter Douglas Division, 405 Lexington Ave., New York 17, N. Y.

September, 1959

AUDIO-VISUAL BLINDS
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Newest Flexalum exclusive:
plastic-lined side-channels
eliminate noisy "flutter."

COMMUNITY EDUCATION: 58th Yearbook, Part I, National Society for the Study of Education

Edited by Nelson B. Henry. Chicago: University of Chicago Press. 1959. 417 pp. \$4.

This comprehensive but very readable volume describes the problems, aspirations and contributions of various international specialists working to help people throughout the world become more literate. It provides the basic principles for fundamental education—the education of the underprivileged peoples of the world. The book describes multilateral (UNESCO projects) and bilateral (U. S. Point IV) programs, analyzes the similarities and differences, and emphasizes their basic purposes. Many accounts of actual programs are included; these are stimulating, provocative and deeply moving stories. Finally, attention is given to the training of workers for fundamental education.

—WILLIAM C. SPENCER
Professor of Education
New York University

PERSONNEL SERVICES IN EDUCATION: 58th Yearbook, Part II, National Society for the Study of Education

Edited by Nelson B. Henry. Chicago: University of Chicago Press. 1959. 303 pp. \$4.

Focusing on the concept of the pupil as an individual to be cultivated, the volume relates developments in personnel work to major social, economic and cultural changes in America, traces the historical backgrounds and philosophical-psychological bases of personnel work, and develops the functions and responsibilities of personnel workers in their administrative setting.

Research of individual and social significance, new patterns of administrative operation, and integration of guidance in the total educational process are called for to meet the

challenges of higher enrollments, the emerging role of human relations in education, and the increased diversity of personnel services.

ADMINISTRATION OF THE NON-INSTRUCTIONAL PERSONNEL AND SERVICES

By William A. Yeager. New York: Harper & Brothers. 1959. 426 pp. \$5.50.

The late Professor Yeager has provided a comprehensive treatment of a phase of school administration that has received altogether too little attention. Business management, school plant planning, operation and maintenance, health, food service and transportation are discussed in the perspective of state and local administrative levels and legal provisions.

The book is devoted exclusively to identifying, classifying, and characterizing the nature and function of the non-instructional personnel in a school system. Although planned as a textbook in school administration, it will serve equally well as a reference for school superintendents and business officials.

EDUCATIONAL ADMINISTRATION: Concepts, Practices and Issues

By Edgar L. Morphet, R. L. Johns and Theodore L. Reller. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1959. 556 pp. \$5.95.

This book is a thorough analysis of the concerns of the school administrator, coupled with considerable insight into the backgrounds of the present problems. It offers some practical help in meeting them successfully.

The volume is organized logically into three parts. The first part, Basic Principles and Emerging Concepts, begins with the foundations of American education and guides the reader through legal and organizational principles and patterns of leadership

to current developments in preparation programs. Part 2, the Organization for Education, discusses the educational structure at all levels. Part 3, Administering the Program, considers the traditional areas of study in educational administration, i.e., finances, plant, personnel, etc. In addition to the descriptions of backgrounds and current practices, each chapter features a helpful set of key questions which point up the difficult and/or controversial problems related to the topic. This treatment should help students (and professors) to get to the meat of the problems.

—ROBERT W. BRITTELL
Assistant Dean
School of Education
University of Pittsburgh
Pittsburgh, Pennsylvania

GETTING DOWN TO CASES

By Robert L. Brackenbury. New York: G. P. Putnam's Sons. 1959. 222 pp. \$4.

In an effort to relate educational theory and practice, the author has applied the case method to the philosophy of education. The result is a textbook in which theoretical problems take on substance. The book is readable even while dealing with complex philosophical problems.

Unlike many case studies the eight problems considered by the author have several alternate endings. Thus each case is multiplied by the number of solutions given.

While providing good discussion material for the pre-service teacher, the book will also prove interesting to every experienced teacher and administrator.

Also Noted . . .

FACTORS THAT INFLUENCE LEARNING

By Daniel A. Prescott. Pittsburgh, Pa.: University of Pittsburgh Press. 1958. 77 pp. \$1.

THE ACTION RESEARCH WAY OF LEARNING

By Abraham Shumsky. New York: Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University. 1958. 206 pp. \$3.75.

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MODULAR DESK UNITS and
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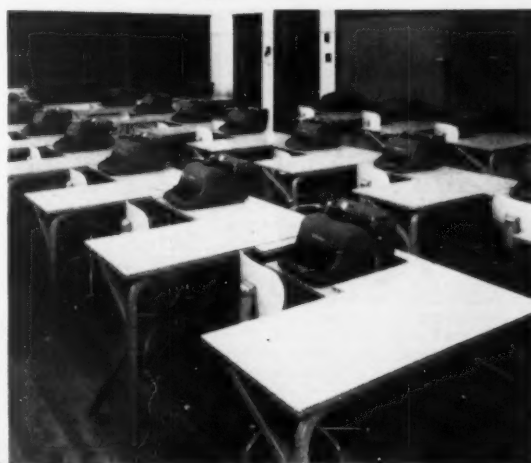
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Teach office procedure . . . offer senior secretarial training . . . in an authentic office atmosphere! Here is the first laboratory-designed modular furniture for business training, planned to give more space for learning and work. Versatile — all types of office work can be taught in the same classroom. Typewriter desks and posture chairs feature fingertip adjustments; each student works in complete comfort.

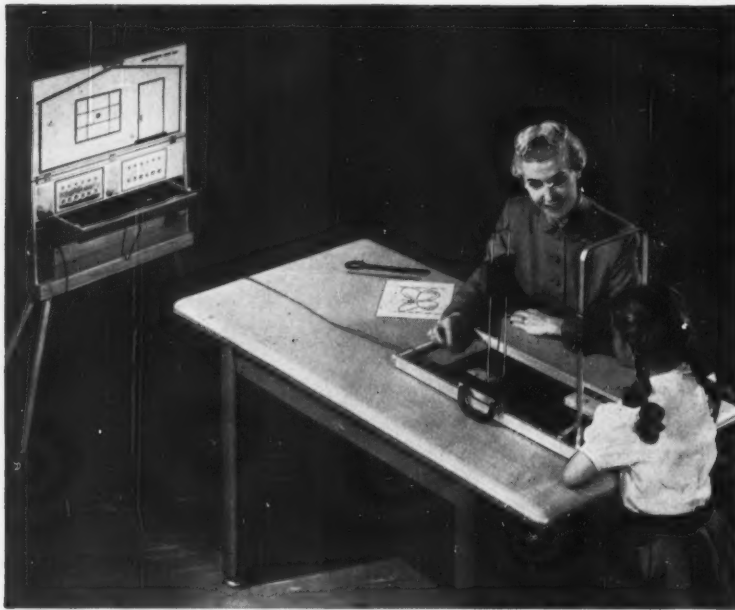
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Complete line includes 7 basic free-standing units, plus 3 auxiliary units and optional bookshelves — to make hundreds of possible combinations to fit any need, any size room.



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How to find the 1 in 5 who needs eye care

AO School Vision Screening Test—One out of five school children need professional eye care. The AO School Vision Screening Test is the best way to determine who they are. It presents the basic Massachusetts Vision Test elements fast and efficiently at the standard 20 feet

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PAMPHLETS OF INTEREST

Admission

Admission Policies for Kindergarten and First Grade, compiled by the Educational Research Service, reports the results of a questionnaire study on official policies with respect to entrance age in 532 school districts ranging in size from 100,000 to 2,500 in population both urban and rural. Circular No. 3. 49 pp. \$1.50.†

Community Relations

Education to Forward Urban Renewal in Philadelphia, is a report by Howard W. Hallman. This thoughtful report outlines a program of education to forward urban renewal in Philadelphia. Recommendations are made for new and expanded programs to be carried on by many local agencies, public and private. Much of the content is pertinent to urban centers generally. Available from the Philadelphia Housing Association, 1717 Sansom St., Philadelphia 3, Pa. 49 pp. \$1.

Economics

School-Community Action For Economic Improvement, by Willard E. Kerr, describes a pilot project in economic improvement and is largely devoted to a bibliography of resources that schools might find helpful in developing programs for improving the economy of their communities. Published by the Associated Public School Systems, 525 West 120th Street, New York 27, New York. 33 pp. \$1.25.

Reports

Current Expenditures Per Pupil in Public School Systems: Large Cities, 1956-57. By Lester B. Herlihy. Circular No. 537. Office of Education. 1959. 35 pp. 30¢.*

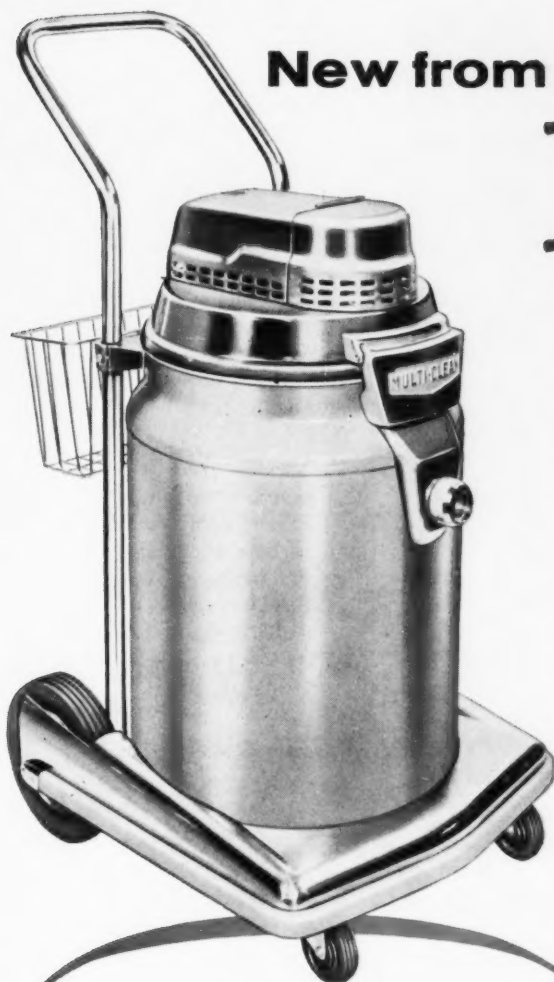
* Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C.

† Available from the National Education Association, 1201 16th Street, N.W., Washington, D.C.

New from MULTI-CLEAN...the

Imperial

VACUUM CLEANER



3 Series; 10 Models

The new Multi-Clean IMPERIAL line of Vacuum Cleaners consists of 3 series: the IMPERIAL "5" (1/2 hp), IMPERIAL "10" (1 hp), and IMPERIAL "15" (1 1/2 hp). Each of these power units may be used with 7, 12, and 17-gallon tanks and with a Kon-Vert-O-Vac attachment on a 55 gallon drum; thus power and tank capacities can be tailored to your needs.

MULTI-CLEAN
Method

It's Powerful! To create the powerful suction needed for *complete pickup*, the heavy-duty turbines of the new Multi-Clean IMPERIAL pull in air at rates up to 216 miles per hour.

By moving *more cubic feet per minute* . . . and at *greater speeds*, more suction is naturally obtained.

It's Rugged! Despite their handsome, elegant styling, the Multi-Clean IMPERIALS have the heavy duty construction needed to make them real work horses. Motors, too, last longer.

This is because power for the IMPERIAL "10" and "15" Series Vacs comes from special heavy-duty motor units designed and built by Multi-Clean exclusively for this purpose. They turn at 12,000 rpm with no load and 9,550 rpm with full load. This is *much slower* than the speed at which most other vacuum motors must operate in order to create the same suction. This slower speed means less wear, longer life.

It's Easier to Operate! The IMPERIAL is designed with the user's convenience in mind.

The tank, for example, has a non-clogging gravity drain. It can be emptied of liquids without disturbing the head. Large gray wheels make it easier to move up and down stairs or from building to building. In addition to the wheels, it also has two ball bearing gray swivel casters. This makes it virtually tip-proof by providing support at 4 points instead of the usual 3 . . . an important factor when we realize a 17-gallon Vacuum Cleaner weighs about 300 lbs. when full!

More Features! Patented, washable filter is pleated to provide 1400 sq. in. of filter area. It's made from a special quick-drying synthetic fibre that won't rot or mildew. Can be washed, rinsed, and drip-dried in minutes . . . 30-foot, 3-conductor cable has same twist lock connector as most Multi-Clean Floor Machines. If you wish, same cable can be used for both . . . Stabilized motor brushes (an exclusive, patented Multi-Clean feature) outlast standard brushes 2 to 1.

You'll want to learn more about these exciting new Vacuum Cleaners. Call your Multi-Clean Distributor *today* . . . or write to Multi-Clean Products, Inc., Dept. SE-71-99, St. Paul, Minn.



17 GALLON TANK 12 GALLON TANK 7 GALLON TANK

1/2, 1, OR 1 1/2 HP POWER HEAD

PATENTED WASHABLE FILTER

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Occupancy Fire Record—Laboratories

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Occupancy Fire Record—College Dormitories, Fraternities and Sororities are three separate pamphlets summarizing typical fires in each category. Published by the National Fire Protection Assn., 60 Batterymarch St., Boston 10, Mass. 50¢ each.

Mental Health—A Ford Foundation Report, is one of a series of booklets on activities supported by the Ford Foundation. It presents what is being done in mental-health research. The Ford Foundation, Office of Reports, 477 Madison Avenue, New York 22, New York. 40 pp.

Reference Books

Prep School Guide by Clarence E. Lovejoy. This book attempts to assist parents in selecting a private school; it categorizes and describes many of them and makes an excellent reference book. Harper and Brothers, N. Y. 16. 1958. 120 pp. \$4.50.

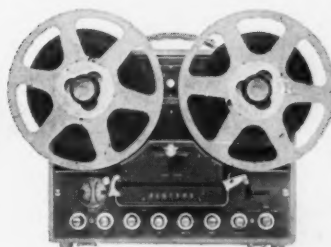
Boy Scout Literature for Schools and Public Libraries is a listing of the most important scouting materials for various age groups. Available at Boy Scouts of America, National Supply Service Division, New Brunswick, N.J.

Teaching

Self-Directed Learning for Educational Leadership by Russell R. Renz. This booklet develops a theory of educational leadership suited to our type of society. New and more effective ways of teaching must be encouraged if schools are to make the maximum contribution. Vol. 31, No. 1, Bulletin of Bureau of School Service, College of Education, University of Kentucky, Lexington. 1958. 72 pp. \$1.

THE SCHOOL EXECUTIVE

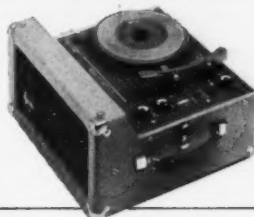
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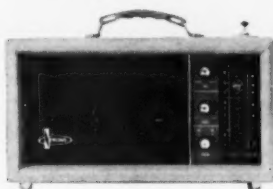
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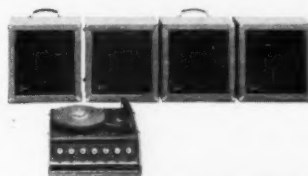


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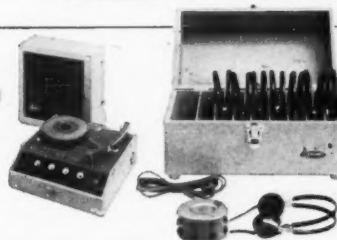
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Right: a view of one of the informal lunchrooms in the Rye Neck High School. Far right: the gym, which forms an integrated social area with the lunchroom, can handle overflow and after lunch activities.



Lunchroom Designed for Social Activities

THE SCHOOL LUNCHROOM serves more than a nutritional function. By providing group meals in comfortable, scaled down spaces, the well planned lunchroom is an important laboratory for a child's social development. In addition, the school cafeteria can do double duty as a library, recreation area, music room or place for meetings.

Our experience at the Rye Neck High School in Mamaroneck, New York, would indicate that the lunchroom can be related to other activity areas in such a way that it becomes a focal point of the school's social activities.

To understand the planning of the Rye Neck lunchroom, it is necessary to go beyond the physical problem of feeding a certain number of students to consider the overall require-

ments set by the school board. Construction of the school, which opened on single sessions a year ago, was governed by the following program criteria:

- A junior-senior high school to house 750 students, capable of expanding to accommodate 900.
- A special service area (gym, auditorium, cafeteria, shops, etc.) to be shared by both junior and senior grades with separate building areas to be used for general academic activities.
- Improved educational and social values through increased use of normally little-used areas.
- Circulation to be kept to a minimum with multipurpose use made of corridors wherever possible.
- Economical materials and construction methods and low maintenance.
- Utilization of much existing equipment.

Using the foregoing criteria as a

by William H. Switzer, architect and associate of Perkins & Will, Chicago and White Plains, New York

SCHOOL LUNCH

guide, the plan was developed. Two hundred and forty students were estimated to dine in the cafeteria area in each of the three lunch periods. The plan was to split the dining activity into two dining areas—one larger than the other.

The advantage of such an arrangement is that it tends to reduce the noise level and tension inherent

in large rooms while achieving a more comfortable scale. Proper color, lighting and an informal furniture arrangement then contribute to a pleasant and desirable social atmosphere.

For reasons of greater flexibility, the arbitrary 50-50 division in the size of the two dining areas was avoided. The larger room occupies 1,570 square feet of space, the smaller one 1,150 square feet. It was felt that a larger area would accommodate extra-curricular student

functions such as dances, club meetings or football dinners. It could also be used to provide light refreshments after small community functions in the nearby auditorium. Both cafeterias or the gymnasium, directly across the corridor from the cafeteria, could be utilized for larger affairs.

By locating the cafeteria in the central core, with the gym situated across the way and the auditorium adjacent to it, an integrated activity and social area was created.

Because of its location, the gym can easily absorb students with free time after lunch. Equipped with motor driven, canvas covered doors, the gym can be subdivided so that half of its area remains available for athletic activity while the rest is available for student activities. The lunchroom, gym and auditorium all face on the same corridor. The auditorium is also available for lunch time movies, record player, slides and such.

By using that part of the corridor outside the cafeteria for students waiting to pass through the serving lines, space was saved in the cafeteria itself, space which was used for educational purposes elsewhere in the building. Students approaching the cafeteria from different directions (the senior and junior grade wings) can see at a glance which line is shortest. Thus, an even numerical balance is achieved in the lines without causing traffic congestion in the corridor or cafeteria proper.

Book racks are provided in the corridor adjacent to the cafeteria, a measure that unburdens the student using the serving line while freeing the cafeteria of clutter. After selecting his lunch and paying the cashier, the student enters one or the other dining areas. Walls close off the dining rooms from the serving lines.

From the standpoint of furniture, construction materials, color and lighting, these areas were designed to provide a relaxed pleasant setting for meals as well as a place to study, without any superfluous expense. (The overall cost of the Rye Neck cafeteria, including the dining areas, kitchen and a separate faculty dining room, represents approximately 7

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SCHOOL LUNCH

percent of the total construction cost.) Tables are designed to seat six students and are arranged informally to avoid an institutional mess-hall appearance.

Windows in the dining room extend wall to wall on the exterior. This was a conscious attempt to "open" the room to the exterior, because the character of the room is

influenced by changes in weather and season and, consequently, never presents exactly the same atmosphere.

A warm, earthy atmosphere was the aim through use of colors. The general color theme throughout the building ranges from yellow through reds to brown. Brighter colors were reserved for activity areas such as the cafeterias, while more subdued tones were favored in academic study areas.

In addition to the student dining

areas, the Rye Neck School boasts a separate facility for teachers. A 335-square-foot area, the faculty dining room may also be used as a lounge or a place for small meetings.

The success of both the student and faculty dining rooms are closely geared to the other elements of the cafeteria plan—from receiving and storage to cooking.

The school's delivery area, where the movement of food materials originates, represents the sole outside entrance to the kitchen, which permits efficient control of the overall operation. It is located close to the storage and preparation areas. The dietitian's office, a glass-partitioned space just to the right of the delivery area, is a major control point, providing surveillance of the receiving to cooking cycle. The storage activity flows directly into the preliminary and final preparation areas. For reasons of economy, much of the kitchen equipment here is the same used in the old school. A total of \$6,500 was spent on new food service equipment.


Like an increasing number of commercial food installations, Rye Neck School showcases its preparation area so it can be seen by students in the serving line. To insure the success of such an arrangement, the greatest care went into the design of the kitchen proper which occupies 1,310 square feet of space.

The concrete block walls are faced with ceramic tile providing less porous surfaces and permitting easier cleaning. A skylight in the kitchen assures an abundance of natural light. Kitchen clutter is reduced through the use of metal acoustical tile in the ceilings.

For the final preparation of food, the school relies mainly on ovens and a combination two-compartment pressure cooker and steam jacketed kettle. Little surface cooking is done, which saves time and effort. The care taken in the lunchroom planning at Rye Neck resulted in the creation of both an attractive social activity center and a compact food installation. In both these aspects, the school lunchroom was built at considerable savings without sacrificing design standards.

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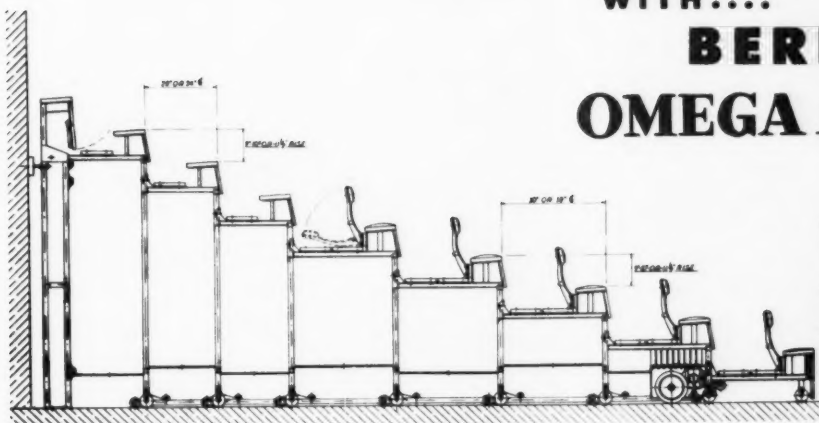
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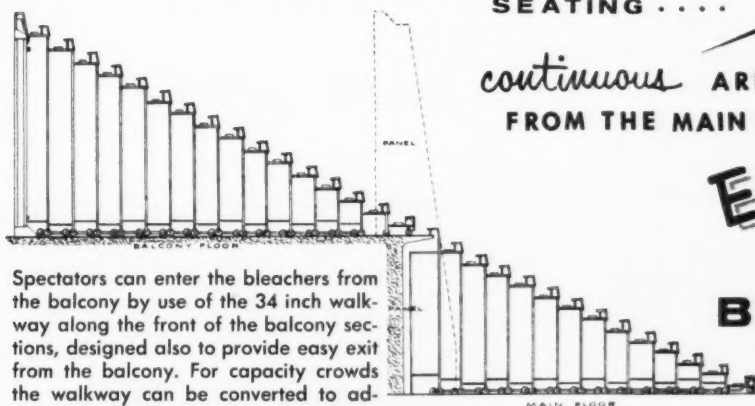


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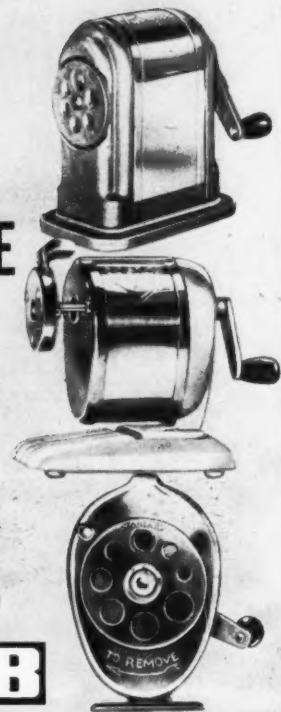
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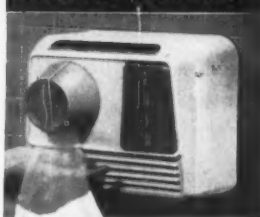
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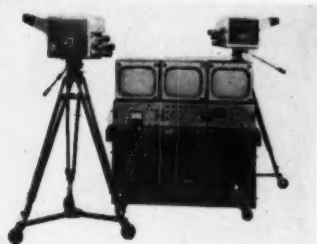
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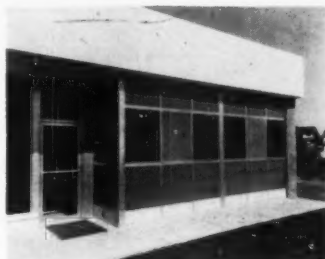
The new Weldwood Chalkboard "24

Series" is, like the more expensive series, a balanced construction. To a plywood core are laminated 24-gauge steel face and backing sheets. The backing sheet protects against moisture and balances construction. The face sheet is magnetized and porcelain-coated.

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PANEL WALL SE-403 *Incorporates Horizontal Sliding Sash*



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SCHOOL BUSES SE-404 *New Series Announced*



A new series of school buses with capacities for 48, 54, 60, and 66 passengers has been announced by The White Motor Co. Called the White 2000BA Series, they are available in wheelbases of 187, 219, 238, and 256 inches and are powered by White OA valve-in-head gas engines, wet sleeve powerplants designed for fuel economy and long service both before and after overhaul.

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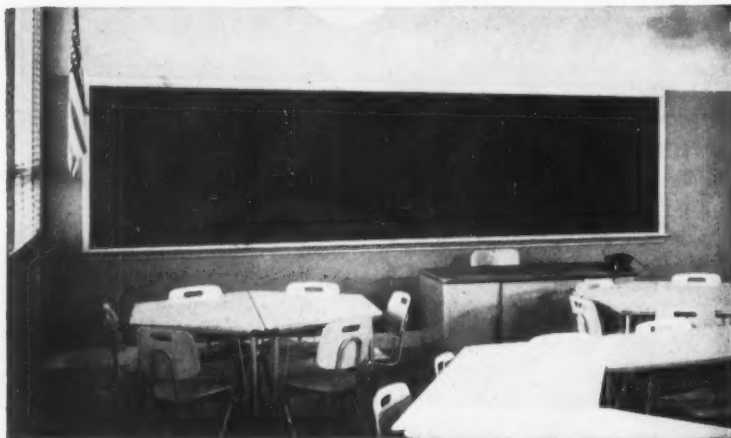


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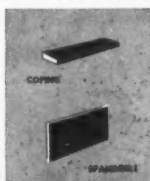
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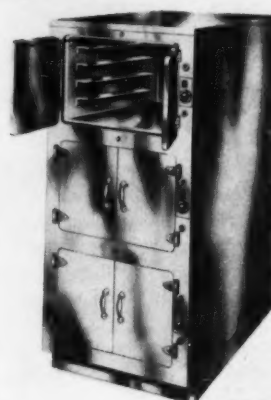
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**FOOD WARMER**

SE-406

Has Huge Capacity in Small Area

A new Thermotainer electric food warmer provides capacity for storing as many as thirty 12" x 20" x 2" pans of prepared hot foods in a floor area of less than 3 sq. ft. Called the Type BB-3 Thermotainer, the unit incorporates many exclusive features to keep various types of food hot and delicious for hours without producing any changes in texture or flavor. Most important among these is "channeled heat" which eliminates hot spots within the compartments and assures uniform temperatures.

In the Type BB-3, the individual compartments are equipped with Uni-Dor construction, which operates both compartment doors simultaneously and permits easy, one-hand opening and closing of the compartment. All doors are die-stamped, flush-mounted and furnished with Thermotainer stainless steel hardware. This gives the unit an over-all appearance that matches commercial refrigeration design and gives the entire kitchen area a cleaner, more modern look.

FRANKLIN PRODUCTS CORP., Dept. C37, 400 W. Madison St., Chicago 6, Ill.

Y-FRAME SHELVING UNIT**SE-425****Is Movable**

A new steel library shelving unit featuring Y-frame construction which permits easy mobility is now being produced by W. R. Ames Co. The double-face Y-frame is 60" in height and supports as many as eight standard 3-foot bracket-type shelves. The frame is mounted on floor-protecting glides for easy moving. Shelves, which are adjustable to any desired vertical spacing, are available in 8", 10" and 12" depths. Lower shelves are canted at an angle on the Y-frame permitting convenient reference. To harmonize with any interior decor, Ames steel shelving is available in a selection of 18 colors at no extra cost.

For rapid filing and reference, these Y-frame units can be equipped with divided shelves for vertical filing. Adjustable dividers are inserted in slots along the shelf for upright storing of folders, catalogs, magazines and other material which will not stand alone vertically on standard shelves.

W. R. AMES Co., 1001 Dempsey Rd., Milpitas, Calif.

FLOODLIGHTS**SE-426****Relamp in Seconds**

The new line of outdoor Power Beam floodlights just announced by Stonco Electric Products Co. is complete with an ingenious spring construction that cuts relamping time in half. With no tools or prying devices required, lamp replacement is not only faster but easier and safer. At a touch, a heavy-duty steel coil spring automatically "pops" the old lamp out. New lamps "snap" into place instantly. Once secured, the lamp "floats" in a coil-spring cradle that practically eliminates many common causes

of premature lamp failure, such as excessive vibration caused by rumbling traffic, shock or polewhip. The new construction is designed to save maintenance personnel time and labor, while reducing the hazards of bulb changing when floodlight clusters are high-mounted or hard-to-get-at.

Floodlights in the new line are for up to 300-watt 2000-hour sealed beam lamps and are available with a wide variety of mounting devices for pole top or wall mounting, singly or in clusters.

STONCO ELECTRIC PRODUCTS Co., 333 Monroe Ave., Kenilworth, N. J.

LEAD POINTER**SE-427****Three Different Lengths Possible**

The C. Howard Hunt Pen Co. announce the development of a new lead pointer.

This new lead pointer has been designed to give the user short, medium or long tapered points on his lead by simply adjusting the length of the lead. The top of the pointer includes lines for measuring the length of the lead. The unit can be used in either a portable or in a fixed position.

C. HOWARD HUNT PEN Co., Camden, N. J.

SE-278

from STACOR

...new functional units for your school

THE FLEX-MASTER MULTI-STUDENT LIFETIME QUALITY INDIVIDUALIZED DRAWING UNIT NL-1200

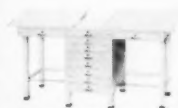


- Efficient
- Economical
- Space-saving
- Private

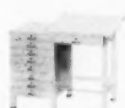
provides open
working surface
and horizontal board
storage facilities for

12 students

- Drawers have individual locks, masterkeyed . . . hold boards up to 20 x 26 in horizontal position plus tools, other material.



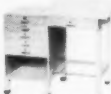
for 10 students
the DU-1000



for 9 students
the DU-900



for 7 students
the DU-700



for 6 students
the DU-600



8-drawer
cabinet unit
the DU-800



5-drawer
cabinet unit
the DU-500



Dual boards and
drawer space for 12
the DU-1200

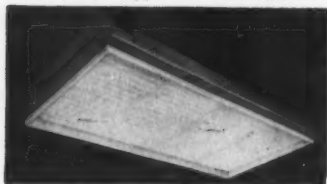
Write TODAY for complete NEW catalog. Dealer inquiries invited.



Manufacturers of Lifetime Quality School,
Drafting & Library Equipment
STACOR EQUIPMENT CO.

281 Emmet Street, Newark 5, New Jersey • Bliglow 2-6600

LUMINAIRE SE-407
For All Types of Ceilings



Holophane Co., Inc., announces a new recessed Holoflux luminaire, series No. 6400. Its distinctively simple, streamlined design integrates with a wide va-

riety of contemporary interiors. No. 6400 combines economy with outstanding performance, appearance and comfort.

Holoflux recessed units are available in two major styles. One employs a "Prism-Border," a new lighting concept of a lens with a shallow dropped edge that projects light on the ceiling. The other features a flat Controlens for unbroken ceiling surfaces. Both perform optically the same.

The luminaires are designed for all types of ceilings, including the inverted

"T," "Z" and "H" Spline and ordinary and acoustical plaster ceilings. Units allow for installation of continuous luminous runs with no visible metal parts.

Emitted light is carefully controlled by sharp cone prisms.

HOLOPHANE CO., INC., 342 Madison Ave., New York 17, N. Y.

PORTABLE ROOM DIVIDERS SE-408
Have New "Floating" Panels

The unique new panel idea used by Barricks Mfg. Co. in their portable room divider line allows the panels to expand or contract without buckling or warping, even under the most severe humidity changes, assuring both longer life and lasting good looks. The panels are set within full-length aluminum channels or channel clips which are attached to the inside of the frame, thus leaving room for expansion or contraction. This new panel design is featured in all models of Barricks "Standard" and "Premier" portable room dividers.

The room dividers are available in a wide range of panels—plain hardboard, pegboard, chalkboard, cork bulletin board, and a combination of chalkboard and bulletin board. Standard overall sizes measure 8 ft. x 6 ft. or 6 ft. x 6 ft. with special sizes available on request.

BARRICKS MFG. CO., Dept. S-1, 134 W. 54 St., Chicago 9, Ill.

**More
QUALITY
More
SERVICE
More
VALUE
with ...**



Durham
THE FINEST METAL FURNITURE



Stack, move, store on dolly

Durham Stack Chair gives you seating economy. Vinyl laminated steel seat and back, bronze frames and russet vinyl; or beige finish all steel style. Big 14" x 14" seat. Standard dining height.



No. 251



No. 305J



No. 875TA



No. 875

Complete line of children's chairs. No. 251 tubular steel ladder back with padded upholstered seat and No. 305J all steel channel frame are two leading values.

Wrap rack is exclusive extra feature of Durham tablet armchair. 24" x 12" writing surface. 5-ply hardwood core arm has Northern Maple back, melamine laminate surface.

Strongest tubular steel frame chair on market. Clean, modern lines. Similar styles with wood, vinyl laminate, or padded upholstered seats; wire, padded, or upholstered backs.



Write for
Catalog Today!

DURHAM MANUFACTURING CORP. • MUNCIE, IND.

CLASSROOM RADIO SE-409
For AM, FM Reception

A totally new classroom radio, the COURIER Model 66R-1, capable of providing ample volume for either classroom or small auditorium for up to 500 students has been introduced by the Califone Corp.

The COURIER is built for rugged, economical and continuous school use. Weighing only 15 pounds and housed in a metal reinforced pyroxylin-covered carrying case, this table model radio features AM and FM reception, 9-watts peak output, separate woofer and tweeter speakers, audio frequency range of from 50 to 20,000 cps, built-in antennas, flywheel full-vision dial, variable tone control, phono input, tape recording and multiplex outputs, identification handle, and AC cord compartment. The COURIER may also be used for second channel stereo amplifier with Califone transcription players.

CALIFONE CORP., 1041 N. Sycamore Ave., Hollywood 38, Calif.

SE-323

FLO-PAC

Floor Machine Brushes

for every make ... for every job



Solve your maintenance problems with FLO-PAC brushes ... guaranteed finest quality in America! Only the best quality bristling materials are used. FLO-PAC's expert workmen lock those bristles into select maple—marine type—plywood blocks. Brushes available with or without precision made clutch plates. Get finer performance and longer wear—specify FLO-PAC brushes!!

SEE YOUR JOBBER OR
write direct to

FLOUR CITY BRUSH CO.
1301 4th Avenue South
Minneapolis 4, Minn.

PACIFIC COAST BRUSH CO.
2030 E. 7th Street
Los Angeles 21, Calif.



SE-324

LEADING LABORATORIES SPECIFY

Lab-flo



LABORATORY SERVICE FIXTURES
for quality performance, longer life

No matter how fine your laboratory furniture is regarded—it will operate only as well as its fixtures. T&S LAB-FLO Service Fixtures give you dependable quality that makes all laboratory equipment look better, work better and serve

longer. Specially designed and engineered for heavy duty laboratory service, LAB-FLO assures perfect "teamwork" for your new or remodeled laboratory. Ask your architect and plans group to specify it.



COMPLETE INTEGRATED LINE OF QUALITY-BUILT LABORATORY FIXTURES • HOSE COCKS • REMOTE CONTROLS • COMBINATIONS for water, distilled water, steam, gas, air, etc.



See your local dealer
or write direct for
LAB-FLO Catalog Information

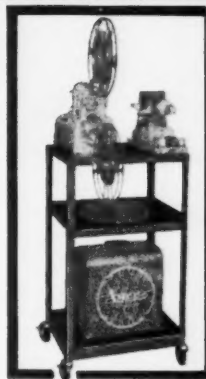


T & S BRASS AND BRONZE WORKS, INC.

128 Magnolia Avenue, Westbury, L.I., New York • EDgewood 4-5104

SE-325

THE PIXMOBILE PROJECTION TABLE



**KEEPS YOUR
EQUIPMENT READY
FOR USE**

Save time ... save storage space. Prepare your visual presentation in advance on the portable **Pixmobile**, roll it in, show it, store your equipment on it. Sponge rubber top, large enough for both movie and slide projector. Has 4" wheels, equipped with brakes that hold on incline. Vibrationless. Several models and heights. 42" table only \$32.95.

OPTIVOX PORTABLE EASEL

FOR BETTER CHART TALKS

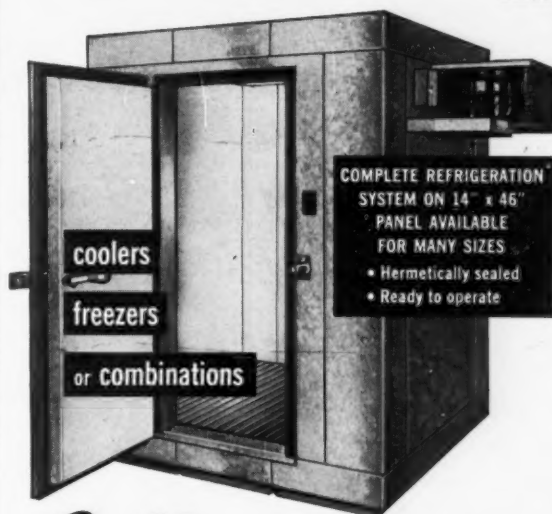
Make a better showing with the versatile **OPTIVOX**, suitable for either floor or table. Steel working board, finished in "rite-on" green, is adaptable for chalk, charts, or magnets. Aluminum legs fold into compact unit. Only \$44.95 Carrying case, lamps optional.

Write for Literature and Name of Dealer.
Some Dealer Territories Open. Write ...



THE ADVANCE FURNACE CO.
2310 EAST DOUGLAS WICHITA, KANSAS

SE-326



**COMPLETE REFRIGERATION
SYSTEM ON 14" x 46"
PANEL AVAILABLE
FOR MANY SIZES**

- Hermetically sealed
- Ready to operate

coolers
freezers
or combinations

Bally walk-ins
all-steel sectional construction

Sanitary! Strong! Efficient! You can assemble any size cooler, freezer or combination in any shape from standard sections. Add sections to increase size as your requirements grow. Easy to disassemble for relocation.

Bally Case and Cooler Co., Bally, Pa.

Get details—write Dept. SE-9 for FREE book.

4-STACK DISH DISPENSER SE-410 Of Seamless, Welded, Stainless Steel

Seamless, heliarc welded, Type 302 stainless steel cabinets, to provide better appearance, sturdier construction and easier cleaning, are now featured on mobile, self-leveling 4-stack dish dispensers made by the Lowerator Div., American Machine & Foundry Co.

The new unit has a capacity of up to 28 dozen dishes or up to 12 dozen bowls or bouillon cups. Dishes are electrically heated with preheated air and thermostatically controlled up to 200°F. Lowerator units enable the food service op-



erator to serve food in properly heated

dishes. Dishware can be positioned wherever it is required and need not be rehandled between dishwasher and server.

The tube-dispensing adjustment mechanism is located in a tamper-proof position at the bottom of the tube; once set, it needs no further adjustment. The thermostat knob is located inside the cabinet where it is protected, yet easily accessible when temperature adjustment is desired.

LOWERATOR DIV., AMERICAN MACHINE & FOUNDRY CO., AMF Building, 261 Madison Ave., New York 16, N. Y.

SE-281

Background of a reputation



DUDLEY
First in Locker Locks



**Master-Keyed
Built-in Lock**
Fits all locker piercings. Quick combination change with special reset key.



**Master-Keyed
Combination Padlock**
Finest of all master-keyed padlocks. Cast aluminum case, extra heavy steel shackle. Self-locking. Rotating dial.



**The DUDLEY
Master Key**
Can't be duplicated on ordinary key making machines.

Combination Mystery

Here is the innermost secret of the Dudley Combination Lock. Here a worker selects the proper tumblers, following a coded series, to provide a specific lock combination when carefully assembled. All three numbers of the Dudley Lock combination are *working numbers*, because when the hasp of the lock is pushed home, the last number spins off the dial and cannot be ascertained by the pointer position. There are 64,000 possible combinations.

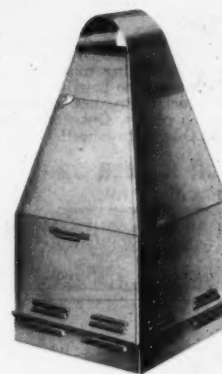
You can always depend on the protection given by Dudley Locks, and the security of the Dudley Master Key. Ask your Dudley representative. He will helpfully discuss your locker lock needs—without obligation, of course.

**DUDLEY
LOCK CORPORATION**

Dept. 919, Crystal Lake Illinois

The standard of controlled locker protection since 1921

OUTDOOR INCINERATOR SE-411 Is Low in Cost

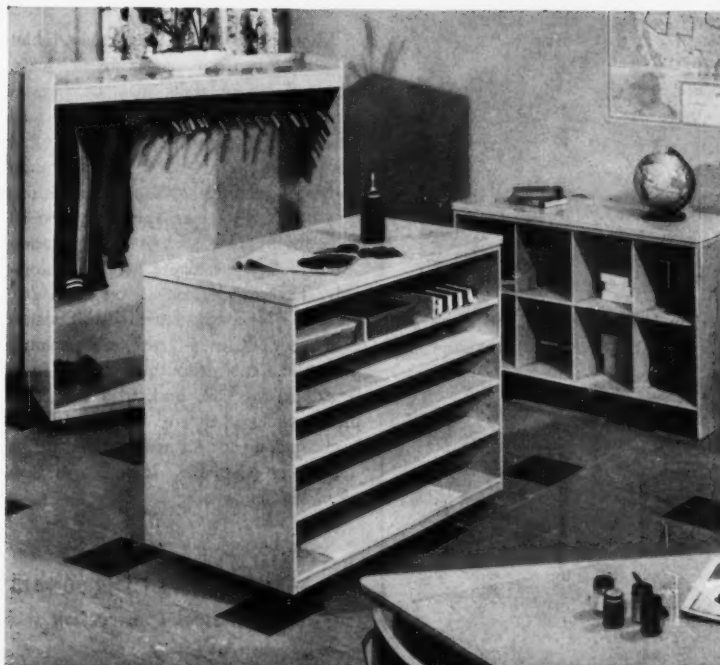


A new low-cost, six-bushel outdoor incinerator is announced by Alsto Company. The new unit is shipped assembled and requires no installation cost or auxiliary fuel. It is designed to provide low cost, strategically located incinerator facilities.

The new unit will burn waste paper, packing, cartons, sweepings, food scraps, rags—burnable refuse of all kinds to fine ash in any weather. It requires no watching—simply load, ignite, and forget. Scientific draft control burns damp, green, or dry refuse without fire danger and nuisance of burning, blowing bits of paper. The unit minimizes smoke and smell.

The new six-bushel incinerator is constructed of sturdy, aluminized steel (molten aluminum bonded to steel) and has a hinged hood and a big 14" square opening at top for easy loading. It stands 53 inches high by 24 inches square at the base. The interior has double-wall construction and replaceable inner panels.

ALSTO Co., 4007 Detroit Ave., Cleveland 13, Ohio.



NATIONAL CLASSROOM CABINETS

- MAINTENANCE-FREE SERVICE
- NEVER NEED REFINISHING
- LIFETIME CONSTRUCTION

NATIONAL cabinets combine maintenance-free Nevamar surfaces with precision construction . . . offer the best investment in long-term economy. Be sure your school planning is complete. Write for full information.

FOR
COMPLETE
SCHOOL
FURNITURE
BROCHURE
WRITE
DEPT. SE-9

surfaced with
NEVAMAR

- A HIGH PRESSURE LAMINATE
- RESISTANT TO CIGARETTE BURNS
- WITHSTANDS BOILING WATER
- DESIGNED FOR LONG LIFE AND LASTING BEAUTY
- WON'T CRACK, CRACK OR PEEL IN NORMAL USE
- NOT AFFECTED BY ALCOHOL, FROST ACID, AMMONIA, OILS, OR GREASE
- NEVER NEEDS PAINTING
- EASY TO CLEAN



NATIONAL SCHOOL FURNITURE COMPANY

DIV. OF NATIONAL STORE FIXTURE CO., INC. • ODENTON, MARYLAND

SE-283



Wenger RISERS

for

BAND, ORCHESTRA, CHORUS

CUSTOM-BUILT to fit your group—the size of your stage and rehearsal room. Converts quickly to portable stage. Set up fast, take down quickly and store compactly. Exclusive "Down-the-middle" fold cuts storage space in half. Safe, Sure, All-Bolted Construction . . . Wenger uses sturdy BOLTS on every hinge and brace.

NEW, Shaper-Cut (rounded) Smooth Edges . . . another new Wenger feature that improves appearance and increases life.

Send for **FREE Layout, Catalog and Prices**

WENGER Music Equipment Co.

20 Wenger Building, Owatonna, Minn.

September, 1959

SE-284

More Bounce Per Ounce Off Maple Floor—



Andrew Hill H. S. Gym

San Jose, Calif. — Installer, Best Floor Co. — Architect, Edward W. Kress

"LESS DENTS" MAKE SENSE FOR YOU, TOO!

Livelier, easier-on-the-feet, the floor of this new high school gym in California is the same as in the Big Ten's latest "gem" (Columbus, Ohio)—just smaller.

Made by J. W. Wells and **DIAMOND HARD** Northern Maple, it's a floor which can also take roller skating, dancing, other community uses that help "sell" the gym — or (if necessary) pay for it.

Write for "Money-Making Gyms"



**NORTHERN MAPLE
FLOORING**

J. W. WELLS

LUMBER COMPANY

Menominee 3, Michigan

Phone: UNION 3-9281

Member, Maple Flooring

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DISTRIBUTORS IN MAJOR CITIES COAST-TO-COAST

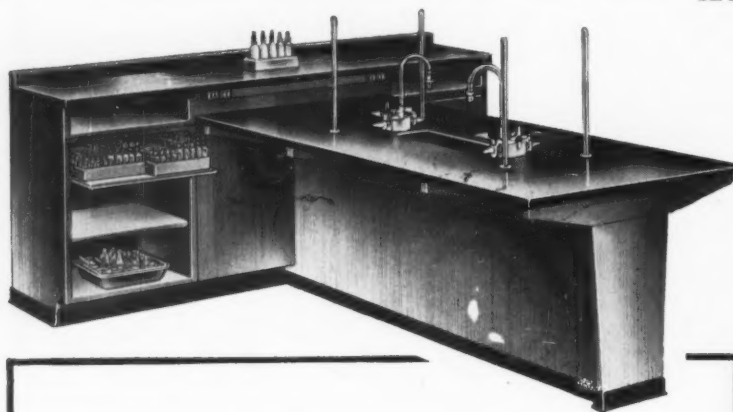
127

SPACE SAVING SEATING UNIT SE-412
For Classroom-Demonstration Areas

Space-saving seating is now available for shop and lab courses in schools where both lecture and demonstration-practice facilities are needed in the same space. Hussey Mfg. Co. have designed a tablet arm to fit on Hussey Closed Deck Roll-Out gym seats. The detachable tablet arm, which tilts for easy access to the seats, provides a broad, firm writing surface, and a whole section of Roll-Out seating will close, to clear the floor area, in less



time than it takes to fold and stack 10 folding chairs. There is no storage problem.



SE-285

PLANNING TO USE THE
SEMIMICRO CHEMISTRY METHOD
IN YOUR HIGH SCHOOL?

Realizing our responsibility as the leading manufacturer in this industry, Kewaunee-Technical has designed a complete line of laboratory tables for the teaching of Semimicro chemistry.

Included in our new twenty-four-page catalog is a complete line of laboratory tables, lists of apparatus and glassware and several floor plans.

WRITE FOR YOUR FREE COPY OF
THE SECTION 5B CATALOG TODAY!



KEWAUNEE
 MFG. Co., 5031 S. Center St., Adrian, Michigan

TECHNICAL

FURNITURE, INC., 3005 Front St., Statesville, N.C.

When closed, the detachable tablet arms store in the footspace of the seats. These Roll-Out units may be permanently attached to a wall, or they may be movable units that can be rolled from place to place on the hydraulic dolly that comes with them. Sections may be 8' to 16' long and from 3 to 10 rows high. Each row of a 16' section seats 10 average size persons comfortably. The rows of seats are spaced 24" on center for ample knee room. Because of Hussey's Closed Deck, no personal possessions can drop through the footboards to the floor and, with this completely enclosed type of footboard, there is no opening for an accident.

HUSSEY MFG. Co., Inc., North Berwick, Maine.

SECRETARIAL POSTURE CHAIR SE-413
Of Heavy Steel Construction



A spring steel mounting bracket and a three-way back adjustment cushioned with 1" thick bonded latex rubber puts posture support where it's needed in the new Flex-back secretarial posture chair. Designed for heavy duty as well as eye appeal, the Stylex chair features all-welded heavy gauge steel construction. Weight is evenly distributed on the base's 22" spread; ball-bearing casters roll freely. Protection for the chair and furniture is added by a heavy vinyl bumper on the seat; kick plates of high impact styrene plastic on the base.

Basic colors of gray-tan and mist-green make the new Stylex secretarial posture chair compatible with any decor. U. S. Elastic Naugahyde upholstery is offered in a choice of 12 decorator colors, grospoint in four.

STYLEX SEATING Co., 911 Walnut St., Philadelphia 7, Pa.

There's more
Cleanliness
in a **LAWSON "Highboy"**
...with or without
Dome Top!

Now you can get the LAWSON No. 110 Highboy utility waste receptacle with or without the new #2721 Dome Top, or, get the Dome Top alone for Highboys already in use. Built of sturdy steel with self-closing stainless steel push door, Dome Top is finished in white, grey or olive green enamel to match receptacles. No. 110 Highboy has that extra capacity for trash or litter too plentiful for ordinary waste baskets — in washrooms, stores, offices, institutions.



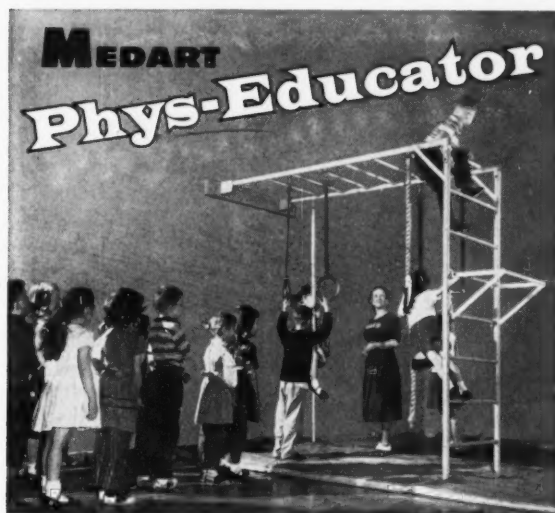
See Your Dealer

Warehouses in Principal Cities



LAWSON PRODUCTS ARE NATIONALLY ADVERTISED

SE-287



NEW ELEMENTARY SCHOOL EXERCISE EQUIPMENT

Designed especially for pre-teen children. Low cost unit includes trapeze, rings, climbing rope and pole, and chinning bar plus vertical and horizontal ladders. Installs easily anywhere. Folds against wall to form stall bars. Open: 7' 9" high, 8' 0" long, 34" wide. Closed: 8" from wall.

Reinforced steel tube construction. Durable multi-color enamel finish.

Free exercise book included.

MEDART

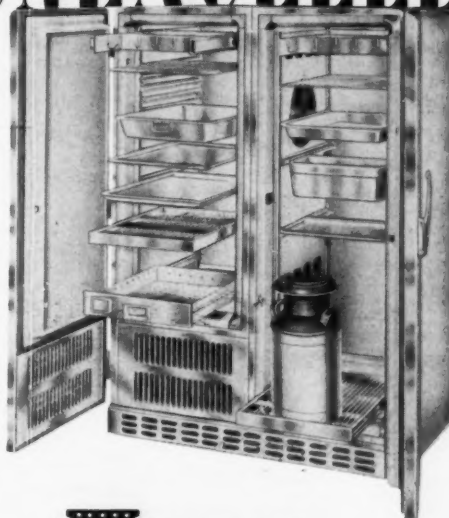
3534 DeKalb St.
St. Louis 18, Mo.

In Canada: 20 Killbary Crescent, Ottawa, Ont.



September, 1959

UNEXCELLED
UNEXCELLED
UNEXCELLED
UNEXCELLED



VIMCO®



STA-KOLD®



SNO-QUEEN®

Victory refrigerators offer you the greatest variety of *unexcelled* features specifically designed to answer *today's* storage needs. They are *made better* and give you *more for your money*. That is why your overwhelming acceptance has made us the largest commercial reach-in refrigerator manufacturer in the world.

Send for free colorful brochure

Sold only through selected franchise agencies

VICTORY

METAL MFG. CORP.,
PLYMOUTH MEETING, PA.

129

PORTABLE DISH CART**SE-414****Of Stainless Steel**

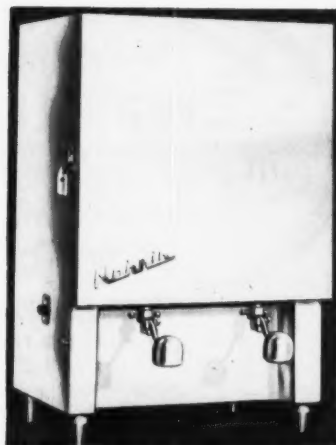
The new Lincoln portable dish cart stores dishes under the clean dish table. It can be easily wheeled anywhere. It is of stainless steel, fully insulated and fitted with adjustable dish nesting compartments.

Dispenses up to 360 9½" plates or 268 10" x 14" compartment trays. Made in a range of sizes.

LINCOLN MANUFACTURING CO., INC.,
P. O. Box 2313, Fort Wayne, Ind.

MILK DISPENSER**SE-415****With Temperature Control**

A newly designed and improved Norris milk dispenser, Model N-10 Super, has been announced. The new N-10 Super has high polished stainless steel construction, holds two 5-gallon cans of milk and has two convenient dispensing valves. It is 39⅝" high, 27" wide, 17⅞" deep. Exterior hardware is chrome plated. An adjustable temperature control is mounted on the side of the cabinet.



Refrigerated and non-refrigerated dispenser storage stands have been designed for the N-10 Super.

NORRIS DISPENSERS, INC., 2720 Lyndale Ave. S., Minneapolis 8, Minn.

SE-289

Protect play areas with REALOCK FENCE

The giant steelman symbolizes the quality that is built into every section of Realock Fence. Realock is a permanent, low-cost way to enclose school yards, tennis courts, athletic fields, parking areas and other spaces where safety and limited access are desirable.

Realock's symmetrical design blends with the background. And Realock will *not* become "run down" looking because the steel fabric is galvanized *after* weaving to make

it weather and corrosion resistant.

Realock Fence is engineered to take punishment. The steel has high strength, yet it is sufficiently resilient to prevent snapping or sagging. Sturdy posts set in concrete provide years of dependable service. Realock is also available in aluminum.

Realock's professional crews can erect your fence, or your own personnel can easily install it. For full details—and a free estimate—call the nearby CF&I sales office.

THE COLORADO FUEL AND IRON CORPORATION—Denver and Oakland

WICKWIRE SPENCER STEEL DIVISION—Buffalo, New York

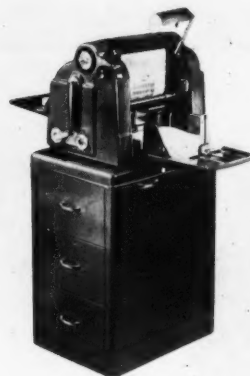


REALOCK FENCE

THE COLORADO FUEL AND IRON CORPORATION

BRANCHES IN ALL KEY CITIES

7182

STENCIL DUPLICATOR**SE-416****With Continuous Ink Feed**

Gestetner Duplicator Corporation has announced its new Model 260 stencil duplicator. The unit features Continumatic inking, and controlled delivery. Styled by Raymond Loewy, the Model 260's other features include automatic shut-off counter, horizontal and vertical positioning of copy, variable speed control with running speeds from slow to fast, and all controls grouped on the operator's side.

Perhaps the most unique feature of the machine is the system of continuous ink feed. Paste ink is fed automatically, according to a pre-determined setting, from a tube placed within the machine, thus eliminating any possibility of ink leakage, or the use of ink pads, ink cans or brushes.

GESTETNER DUPLICATOR CORP., 216-222 Lake Ave., Yonkers, N.Y.

ARNCO

**rings the bell for
practical, low cost
school wardrobes!**

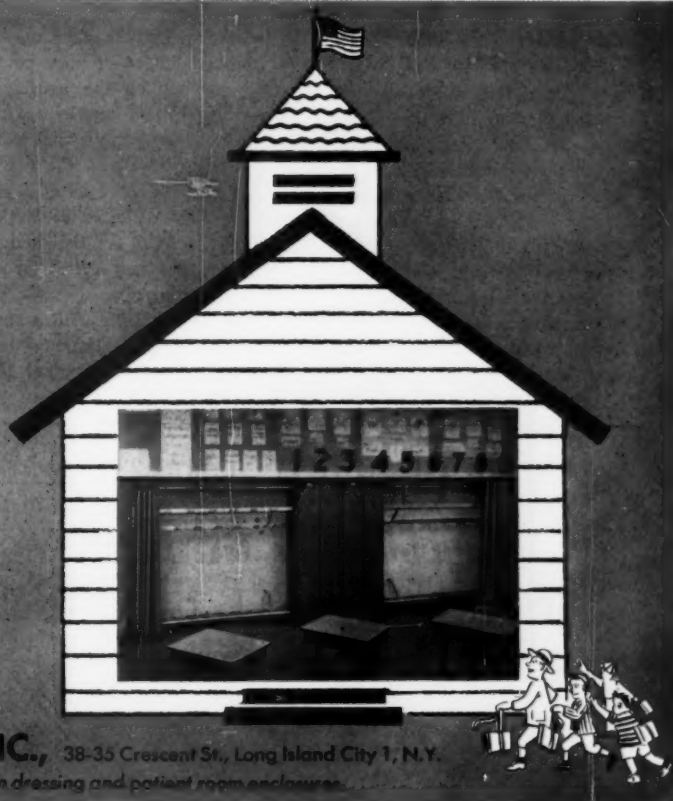
Here's a school wardrobe that has everything! Compact . . . easy to install . . . this good-looking hat and coat rack is finely engineered in non-peeling aluminite finish, lasts indefinitely. Furthermore . . . it becomes a marvelous space-saving unit when combined with the spacious teacher's wardrobe and supply closet and smooth, fire-proof gliding curtaining.

From every angle . . . this convenient, durable, low-cost school wardrobe represents an unbeatable buy!

Write for folder.

A. R. NELSON CO., INC., 38-35 Crescent St., Long Island City 1, N.Y.

Write for cubicle circular on dressing and patient room enclosures.



SE-291

**DUAL-TEMPS • TRAY FILES •
REACH-INS • FREEZERS — ALL SIZES
AND CUBIC CAPACITIES STOCKED
FOR IMMEDIATE DELIVERY!**



Model #SL 40-S
**ALL
STAINLESS STEEL**

VERSATILE INTERCHANGEABLE INTERIORS
Any GLENCO refrigerator easily adapts itself to encompass every operation and installation, the interior being fully interchangeable.

Glenco

REFRIGERATION CORPORATION

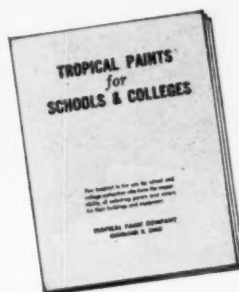
Janney and
ann streets

PHILADELPHIA 34, PA.



September, 1959

SE-292



A Study of Paint Use in 2,040 Schools YOURS FREE!

The experience gained in serving the needs of 2,040 schools and colleges is condensed in this special study. It deals with the specialized problems of maintenance painting in schools and colleges. It offers specific guidance in psychological color values; as an aid in varying class activities; as a safety factor, etc. It also gives guidance in detail as to means of getting the utmost in durability, washability and surface protection. Send for your copy today. No cost or obligation.

Heavy-Duty Maintenance Paints Since 1883

TROPICAL PAINT COMPANY
1166-1246 W. 70th, Cleveland 2, Ohio
PARKER RUST PROOF PRODUCTS

131

PRE-WIRED LIGHTING FIXTURES SE-417
For Concrete Pour Use

A new series of U.L. approved, shallow, recessed lighting fixtures designed specially for use in concrete pour construction has been announced by Prescolite Mfg. Co. The units (available in either 100 or 150 watts) are completely factory assembled and come equipped with a pre-wired compartment integral with the housing. Time consuming, on-the-job, adaptation of fixtures designed for standard wood frame construction is eliminated.

Wiring within the units may be accomplished before or after pouring. A removable top on the housing allows pre-wiring while a large access plate inside the housing permits wiring after the concrete has been poured.

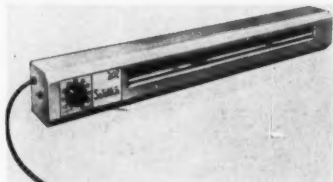
The new Prescolite series is available with Relamp-A-Lite or Preslok frames. Both frame types are designed to permit quick and easy access for maintenance operations.

Units are available with a variety of round and square glass and lens. All housings are manufactured of 16 gauge

steel, specially processed for rust inhibition and finished with baked white enamel.

PRESCOLITE, 2229 Fourth St., Berkeley, Calif.

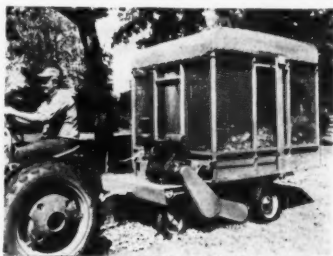
PRINTER SE-418
Compact, Portable, Easy to Operate



Top quality prints in minutes, at savings up to 80%, are now possible with the new SATELLITE Printer. Compactly designed (5" x 5" x 44"), the unit can be hung on the wall, or placed on a shelf or table. One dial controls speed, permits exact reproductions from any translucent original; handles prints up to 30" wide, any length. The Satellite Printer may be used with either the ammonia or semi-moist developing process.

EUGENE DIETZGEN Co., 2425 N. Sheffield Ave., Chicago 14, Ill.

GROUNDS GROOMER SE-419
Gathers All Refuse



Wet leaves, dry leaves, grass cuttings, scrap paper, sticks, stones, and bottles are all picked up without damage to turf or equipment by the Grounds Groomer, a new one-man operated power sweeper manufactured by the Ronning Corp.

Designed for use on athletic fields and school campuses, the Grounds Groomer operates at speeds up to 12 mph. depending upon terrain and condition of litter. Its power-driven pick-up brush, 5 ft. wide and 14 inches in diameter, has fingers made of durable belting material. The quick-dump body has a capacity of seven cubic yards.

RONNING CORP., 951 Central Ave., Minneapolis 13, Minn.

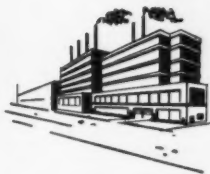
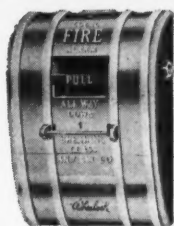
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International Seat Division, Union City Body Company, Inc., Union City, Indiana



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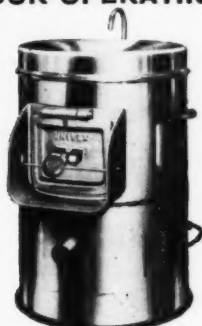
Write for descriptive bulletin FA-3 and the address of your local sales representative.

Wheelock SIGNALS INC.
LONG BRANCH, N.J.

SE-295

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- With peel trap.
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Manufacturer of the Univex Food Preparation Machines

Canadian Distributor:
Crown Electrical Mfg., Ltd., Brantford, Ontario



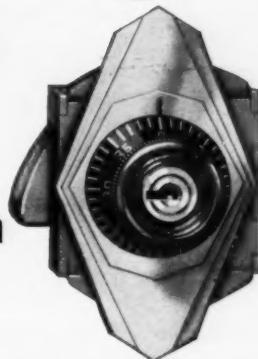
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OR LABORATORY COMBINATION LOCKS

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LOCK DIVISION ROCKFORD, ILLINOIS

CHALKBOARD-TACKBOARD SE-420**In New 4-Way Unit**

A new two-sided portable chalkboard-tackboard is versatile four ways as a classroom teaching aid. One side of the board provides a fine writing surface of Slatco-Steel that is also magnetized for "see and move" learning. The reverse side, covered with flannel over Homasote, is for posting or tacking and for holding adhering felt objects.

With trim-line anodized aluminum frame mounted on tubular steel standards, the unit is lightweight and easily

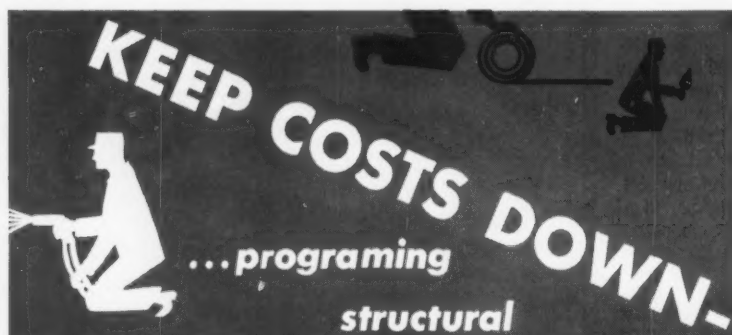
moved to adapt to informal classroom instruction.

BECKLEY-CARDY Co., 1900 N. Naragansett Ave., Chicago 39, Ill.

36" CABINET BENCH SE-421**With Reversible Top**

A completely redesigned 36" Cabinet Bench, featuring a reversible top for more versatility, is announced by Lyon Metal Products, Inc.

This sturdy steel bench is ideal for mounting vises and small grinders—

**SE-297**

A preventive maintenance program for your school will... catch trouble before it becomes expensive... provide a budgeted program to eliminate sudden large expenditures... permit efficient use of labor by programing. The Tremco Man can show you how to adopt this program. His trained inspection, diagnosis and recommendation plus application instruction of the job, assure economy and satisfaction... whether the work is done by a contractor or your own maintenance crew.

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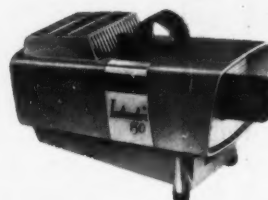
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handy for all types of office machines—the perfect answer for storage of small tools, parts, etc. Double swinging doors with 3-point locking device protect 12 square feet of storage area. The center shelf is adjustable on 1½" centers.

The bench is 36" wide, 24" deep, 34" high. Back and end stops, 2" high, are integral part of the top which may be inverted and reversed to provide a flat working area. Built-in lock is included. Finish is green baked-on enamel.

LYON METAL PRODUCTS, INC., 7 Plant Ave., Aurora, Ill.

FILMSTRIP PROJECTOR SE-422**Is Unusually Low in Cost**

The Graflex Instructor 150 is an extremely easy-to-operate 35mm filmstrip projector. The unit has an exclusive feather touch push button film advance. A newly-developed 150 Watt Sylvania Proximity reflector-type lamp with a four-pin base insures perfect optical alignment. The lamp which has an extremely efficient, long-life and high-lumen output, assures a consistently brilliant projection image with uniform screen illumination. An exclusive feature of this filmstrip projector is a lamp ejector for quick, easy replacement of lamps.

An integral film takeup compartment helps to safe-guard valuable filmstrips from damage and allows easy removal from the projector.

GRAFLEX, INC., Dept. 112, 3750 Monroe Ave., Rochester 3, N. Y.

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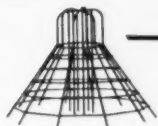
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SE-300

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IN A COMPLETE RANGE OF SIZES — 12 TO 72 INCHES

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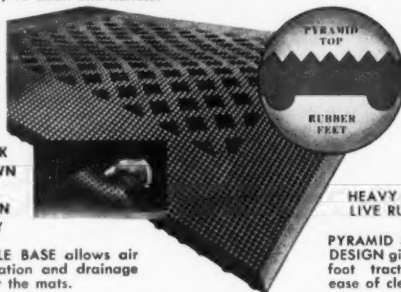
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VISION SCREENING for ELEMENTARY SCHOOLS The Orinda Study

by HENRIK L. BLUM, M.D.
HENRY B. PETERS, M.A., O.D.
JEROME W. BETTMAN, M.D.

For many years proper methods for testing the vision of school children have been in dispute. However, a cooperative program uniting optometrists, ophthalmologists, school administrators, public health officials, teachers and parents has now resulted in a tested and workable method. In the study reported in *Vision Screening for Elementary Schools*, different screening methods were evaluated on a variety of criteria, and the conclusive results should insure the wide use of the Modified Clinical Technique under the sound administrative recommendations of the authors.

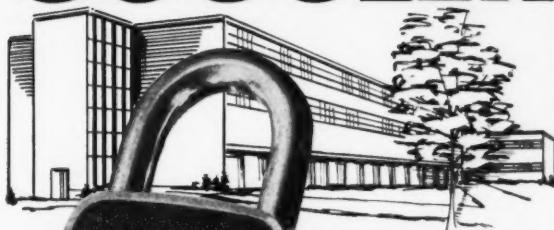
Among the subjects discussed are the definition of need for vision attention, effectiveness of vision-screening methods, previous professional care, costs of screening, and recommended design for a vision program for elementary schools.

158 pages, charts and graphs. Paper, \$3.75

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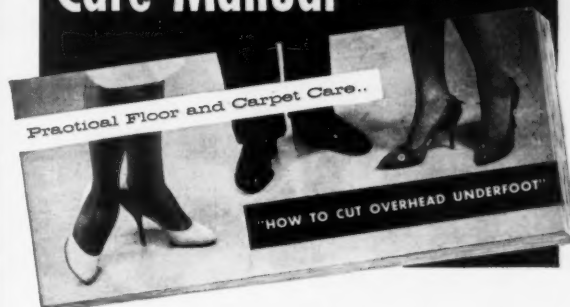
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September, 1959

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A plastic, illuminated sign, installed in the steel unit, reads SCHOOL BUS both front and rear and is equipped with two alternately flashing red warning lamps for both front and rear, a built-in Wig Wag unit which operates



the flasher lamps when side doors are open or partially open. It also has two flare shaped hold-down pads each

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The Keystone Standard Overhead Projector is designed for the projection of Standard (3 1/4" x 4") Lantern Slides, Polaroid Slides, and Handmade Lantern Slides or, with appropriate accessories Tachistoslides (4" x 7"), 2" or 2 1/4" Slides, Strip Film, and Microscopic Slides. It is useful—

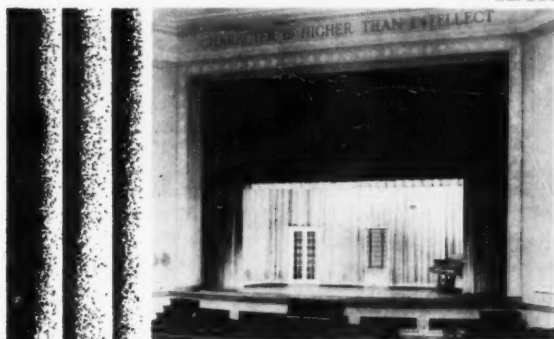
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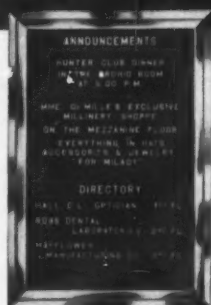
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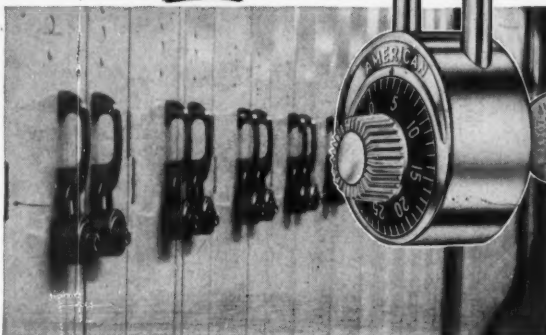


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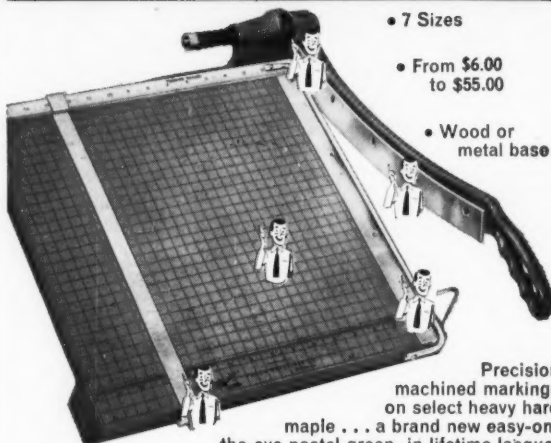
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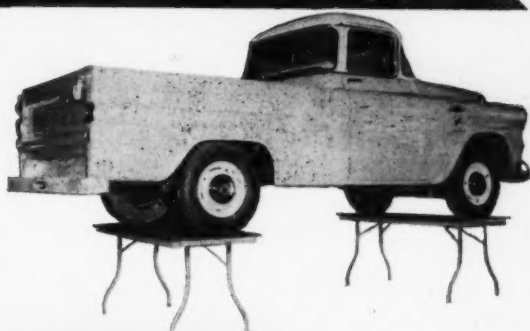
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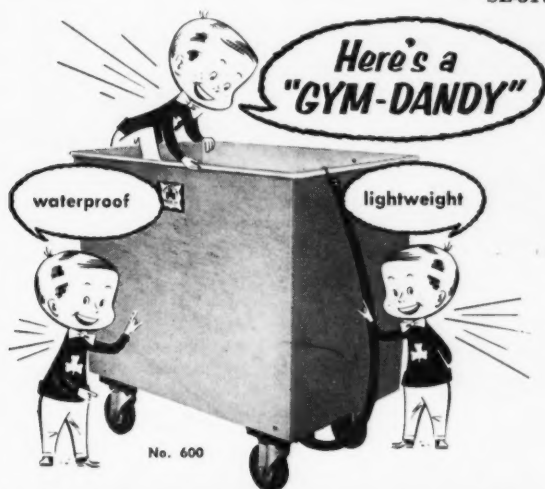
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SE-502 How to Use a Microscope

Your Microscope and How to Use It. 32

pages. \$.70. This illustrated booklet is intended for use by children of ten years or older, as well as adults. Beginning with a diagrammed explanation of the parts of the microscope, the booklet continues with detailed instructions for focusing, lighting, preparing slides, cleaning, handling, and photographing through the microscope. Basic work habits leading toward skillful scientific observation are outlined, with suggestions for specific experiments and study hints. SCIENCE MATERIALS CENTER, 59 Fourth Ave., New York 3, N. Y.

SE-503 Electric Unit Heater Line

Bulletin No. 808. Complete specifications

and construction information on Ilg Electric Ventilating Company's line of electric heaters are available in a new bulletin. The four-page piece, covering 14 models, includes data on newly designed Ilg units in the capacity range of 9 to 36 k.w. together with smaller capacity sizes from 1½ to 7 k.w. ILG ELECTRIC VENTILATING CO., 2850 N. Pulaski Road, Chicago 41, Ill.

SE-504 Chemistry Apparatus and Supplies

Bulletin HSC-8. Central Scientific Company has released a new 28-page publication which contains recommendations for student apparatus, general apparatus, chemicals, and supplies for basic class experiments, both individual and group. It also contains a list of 40 suggested experiments which can be conducted with the laboratory apparatus listed in the booklet. CENTRAL SCIENTIFIC CO., 1700 Irving Park Road, Chicago 13, Ill.

SE-505 Fryer Catalog

Keating of Chicago. In addition to illustrating the various models of deep fat fryers, Blanchetts and accessories manufactured by Keating, three pages are devoted to recipes and one-and-a-half pages are devoted to general information concerning the "Causes of Fat Breakdown." KEATING OF CHICAGO, INC., 1210 W. Van Buren St., Chicago, Ill.

NEW TEXTBOOKS

SE-506 General Homemaking

Exploring Home and Family Living by Henrietta Fleck, Louise Fernandez, and Elizabeth Munves. 394 pages. \$4.60. This text in general homemaking is designed to give students a clearer understanding of the responsibilities of family living and the relation it bears to life in society as a whole. Individual chapters deal with food selection and preparation, management of time and money, home safety, personal grooming, care and selection of clothes, sewing, caring for sick people, baby sitting, developing friendships and gift giving. Evaluation method are included to help teacher and students check their progress. PRENTICE-HALL, INC., Educational Book Div., Englewood Cliffs, N. J.

SE-507 Rocket Encyclopedia

Rocket Encyclopedia Illustrated. 600 pages. \$12.50. Included in encyclopedia form are thousands of authentic definitions of rocket technology—research, engineering, production, testing. There are more than 450 photographs and drawings, many never published before, of rocket power and applications, propellants, engines, assemblies, components, accessories, systems engineering (including missiles) processing and production methods, test and ground equipment, military and industry facilities, and historical events. AERO PUBLISHERS, INC., 2162 Sunset Blvd., Los Angeles 26, Calif.

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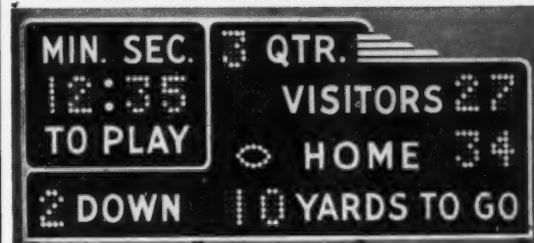
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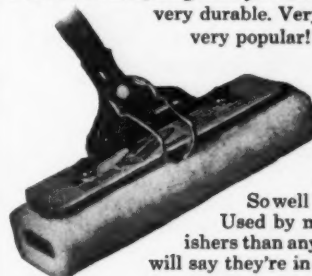
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September, 1959

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